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# Outline of Lessons Review Course

Eastern State  
Teachers' College

E. C. Higbie, *President*  
Madison, South Dakota

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Summer Quarter, first half, 1924  
== June 9 to July 18, 1924 ==

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# OUTLINE OF LESSONS REVIEW COURSE

## EASTERN STATE TEACHERS' COLLEGE

E. C. Higbie, *President*  
Madison, South Dakota

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*Summer Quarter, first half, 1924*  
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## PHYSIOLOGY

### LESSON I.

1. Define: anatomy, physiology, hygiene.
2. What is plasma? Its function? Coagulation? Hygiene?
3. Tissues: kinds, properties, purpose, groups.
4. Define: tissue, organ. Name chief cavities of the body and the organs which they contain.
5. Cells: importance, structure, surroundings, division, work. Draw a diagram of a cell with parts.
6. Define: cell, protoplasm, nucleus, intercellular substance, system.
7. What is the purpose of body organization?
8. Summary: Cells make tissues, tissues make organs, organs form systems.

### LESSON II.

#### The Blood

1. Where is the blood found? Give its properties, composition, function, and the proportion of red and white cells.
2. What is plasma? Its function? Coagulation? Hygiene?
3. Define: fibrin, hemoglobin, corpuscle, plasma.
4. Organs of circulation: heart, lungs, veins, capillaries, arteries.
5. General description of the heart: size, position, shape, covering, cavities, valves, muscles, sounds.

### LESSON III.

1. Diagram of the heart. Be able to trace the blood through the heart.
2. Learn the names of valves and blood vessels leading to and from the heart.
3. Arteries, veins, capillaries: Difference in walls, function, valves.
4. What are the chordae tendonea? Where are the papillary muscles? What is their function?
5. Give an instance where the impure blood is carried by the arteries.

### LESSON IV.

1. Discuss systematic, portal, and pulmonary circulations.
2. Lymph: Compare with the blood as to composition, color, vessels, relation to cells, and movement.
3. What is osmosis?
4. What are the lymphatics? Name the two main lymphatic ducts.
5. What are the lacteals and their function?
6. How should blood from wounds be checked?
7. What is the relation of rheumatism to heart trouble?

### LESSON V.

#### Respiration

1. Respiration: Its organs and purpose.
2. Lungs: structure, pleura, blood supply, hygiene.
3. Give general description of thorax, nostrils, mouth, pharynx, larynx, trachea, bronchi.
4. What is the use of the diaphragm in breathing?
5. Define inspiration and expiration.
6. Lung diseases: Their treatment and prevention.

### LESSON VI.

#### Digestion

1. Kinds of foods: proteins, carbohydrates, fats, minerals and water.
2. Discuss the need of food and source of food.
3. What is the meaning of a well balanced ration?
4. Why is milk a model food?
5. What are vitamins? What is cellulose?

6. The importance of pure food. Discuss the Pure Food and Drug Law.
7. How do nutrients get into the body?
8. The Alimentary Canal: general description, divisions, length, glands and juices.
9. Make an outline giving the organs of digestion, juices, and foods acted upon.

### LESSON VII.

1. The digestive process: mastication, insalivation, deglutition, stomach digestion, intestinal digestion.
2. The teeth and their relation to digestion. Study of the teeth.
3. Relation of the portal circulation to digestion.
4. What is digestion, peristalsis, ptyalin, rennin.
5. Locate the ileocaecal valve. The appendix, Pylorus, Peritoneum.
6. What is the work of the gastric juice? The bile?
7. What is the work of the small intestine?
8. Describe the muscular system of the stomach.
9. Discuss the hygiene of digestion, how influenced by the state of mind? Care of the bowels.

### LESSON VIII.

#### Storage and Assimilation

1. Relation of the villi to absorption? Draw a diagram of a villus and explain its function.
2. Relation of capillaries to absorption. Osmosis.
3. What is the route taken by fat? Absorption changes?
4. Give the method and purpose of the storage of nutriment.
5. Define: assimilation, absorption, digestion, enzymes.

### LESSON IX.

#### Energy Supply of the Body.

1. What is nature's method of storing energy?
2. What are the results of exhaustion?
3. How may you increase your energy?
4. Effects of stimulants upon energy supply?
5. Define and illustrate (1) kinetic energy, (2) potential energy.
6. What is oxidation?
7. Trace the supply of the energy of the body back to the sun.

### LESSON X.

#### Glands and Excretion

1. Name the kinds and tell how they differ.
2. External divisions: head, trunk, limbs.
2. Name the secretions, both useful and excretory.
3. Excretion—The kidneys—
  - a. general description, location, general structure, blood supply, function.The Liver as an organ of excretion.
  - a. position, size, function.The Perspiratory Glands and excretion.  
The Lungs and Excretion.  
The Food Canal and excretion.
4. The Ductless Glands.
5. Hygiene—value of water.

### LESSON XI.

#### The Skeleton

1. Bones, give their composition and structure—both gross and minute. Discuss their nourishment and covering.
2. Division of skeleton into bone groups, spinal column, skull, shoulder, pelvic girdles, etc.



3. Hygiene: fractures, dislocation, sprains, deformities, foot wear.
4. Define articulation.
5. Classify joints and give examples of each.
6. What is synovial membrane? Where found?
7. Describe the atlas and axis.
8. What is the odontoid process?
9. Learn the names of the bones in the body.

#### LESSON XII.

##### The Muscular System

1. The Muscles: Give their properties, kinds of tissue, covering, use, structure, their use as levers, their hygiene.
2. Define the following terms: voluntary, involuntary, sarcolemma, perimysium, tendon.
3. Give examples of three classes of levers in the body.
4. Show the difference between striated and non-striated muscle cells.
5. What is meant by insertion and origin of muscles?

#### LESSON XIII.

##### The Skin

1. Describe the structure of the skin. Explain dermis, epidermis; their modifications and functions. Relation of hair and nails to the skin.
2. Draw section of skin showing different structures.
3. What makes hair stand on end?
4. Discuss the relation of normal temperature to the work of skin.
5. Why do we sponge a person who has fever?
6. Hygiene of the skin: baths, clothing, skin wounds, care of nails, and care of hair.

#### LESSONS XIV and XV.

##### The Nervous System

1. State the function of the nervous system. (It controls, coordinates, and adjusts.)
2. The Nerve Skeleton: brain, spinal cord, nerve trunks, nerves, ganglia.
3. The nerve cells or neurones: Make a diagram showing nerve cells with parts—axon, axis cylinder, dendrites, cell body, terminal branches, medullary sheath, and primitive sheath.
4. Make an outline showing the divisions of the nervous system.

#### LESSONS XVI and XVII.

##### The Brain

1. Describe the brain. Give its weights and parts.
2. The cerebrum. Its functions, its convolutions, and fissure.
3. All other parts discussed and functions noted.
4. Draw a diagram of the brain naming the parts.
5. The spinal cord—its covering—pia mater, dura mater, arachnoid.
6. Draw a cross section of a cord showing arrangement of white and grey matter. Show also the connection of the spinal nerve.
7. What is an afferent nerve? efferent? Motory? sensory? function?
8. What is the function of the sympathetic ganglia?
9. How many pairs of cranial nerves are there?
10. Name the common cranial nerves.
11. Hygiene,—self control, high ideals, sleep.
12. What is a stimulus? a reflex act?
13. Discuss habit and its relation to the nervous system.

#### LESSON XVII.

1. Sensations. What is their purpose?
2. General sensations: fatigue, nausea, pain.
3. Special Senses: hearing, sight, taste, smell, touch.

4. The Ear.
  - a. Its parts, external, middle, inner.
  - b. General description from diagram.
  - c. Function of parts.
  - d. Hygiene.
5. Locate: Eustachian tube, tympanum, cochlea, auditory nerve, auditory canal, malleus, incus, stapes, semicircular canals, and vestibule.
6. How do we hear? What is necessary for the transmission of sound?

#### LESSON XIX.

##### The Eye

1. The Eye: Description of eye from diagram.
2. Locate: retina, choroid coat, sclerotic coat, crystalline lens, suspensory ligament, ciliary muscles, cornea, iris, pupil, optic nerve, chambers containing aqueous humor, lacrimal gland.
3. What portions of the eyeball reflect light? absorb light? transmit light? refract light?
4. Trace a wave of light from a visible object to the retina.
5. What is the function of the muscles of accommodation?
6. Hygiene: Care of the eye with reference to unfavorable light.

#### LESSON XX.

##### Miscellaneous

1. Define: sanitation, metabolism, anabolism, katabolism, chyme, trypsin, amylase, steapsin, glycogen, legumen, bacteria, stimulant, narcotic food, poison, cosmetic, venous, pus, asphyxiation, adenoids, myopia, astigmatism, cataract, protozoa, microbe, parasite, fermentation, pasteurization, sterilization, immunity, vaccination, antitoxin.
2. Name some common disease-bearing insects.
3. Give life history of the fly and methods of combating. Same of the mosquito.

#### LESSON XXI.

Give concise but definite methods for giving first aid treatments in the following emergencies:

1. Fainting, epileptic seizure.
2. Hemorrhage from artery, vein, or nose.
3. Foreign body in eye, ear, nose or throat.
4. Burns with fire, steam, lye, acid, or clothing on fire.
5. Bites or stings from insects. Snake bites.
6. Bite of supposed rabid animal.
7. Sterilization and dressing of any lacerated wound.
8. Frostbite.
9. Case of drowning, method of artificial respiration.
10. Sunstroke.
11. Punctured wounds from rusty nail.
12. Others as mentioned by class.

#### LESSONS XXII and XXIII.

1. Common diseases—
  - a. Measles, chicken pox, diphtheria, and antitoxin treatment, malaria and quinine treatment, whooping cough, scarlet fever, typhoid and vaccination, small pox and vaccination.
  - b. Methods of disinfection.
  - c. Alcohol and disease.

#### GRAMMAR OUTLINE

##### LESSON I.

##### The Sentence

Classification and Division of:

1. Name and define four classes as to structure.

2. Name and define four classes as to purpose.
3. What are the main divisions of the sentence?
4. Exercise: In the following sentences classify and analyze.
  - a. I have lost my way.
  - b. The mast has fallen overboard.
  - c. Low lies his head.
  - d. Slowly sinks the sun.
  - e. Faintly in the west gleamed its last rays.
  - f. Little Boy Blue, come blow your horn.
  - g. How does your garden grow?
  - h. Why dost thou whet thy knife so earnestly?
  - i. What a wit-snapper are you.
  - j. Take this same letter in speed to Padua.

### LESSON II.

#### The Subject Substantive and its Modifiers.

- I. The Noun.
  1. Nouns are classified as common or proper. Illustrate each.
  2. Also collective, concrete and abstract. Define and illustrate.
  3. What is a substantive. Give examples of five different kinds.
- II. The Adjective.
  1. Define. Name seven classes of adjectives.
  2. Define and illustrate each class.
- III. The Appositive.
  1. Use a substantive as an appositive.
  2. Use an adjective as an appositive.
  3. In what case is an appositive?
- IV. The Possessive Noun.
  1. Use a possessive noun as the modifier of the subject substantive.
- V. Exercise: Point out and classify all substantives and adjectives, in the following sentences.
  1. God is our refuge and strength.
  2. The flag of our country! Let us cherish it with all our hearts!
  3. This is the path to truth and justice.
  4. Harken, my lads, to a tale of the days  
When men were mighty and bold.
  5. David, king of Israel, wrote the Psalms.
  6. Now came still evening on.
  7. Oh Captain! My Captain! Our fearful trip is done.
  8. We started a great campfire, when the evening's chill came.
  9. May, the sweetest month of all the year,  
Hath decked the earth anew.
  10. Lord of heaven, almighty King, all Thy works shall praise Thee.

### LESSON III.

#### The Predicate and its Modifiers.

- A. Define the term predicate. Of what may a complete predicate consist?
- B. What modifiers may a predicate have?
  1. Define adverb and name eight classes. Illustrate each.

### LESSON IV.

#### The Predicate and its Complements.

- A. Kinds of verbs.
  1. Transitive (Transitive verbs always express received action.)
    - a. Active—requires a direct object to receive action.
    - b. Passive—subject acted upon. Subject receives action.
    - c. Reflexive—takes place upon subject.
  2. Intransitive.
    - a. Complete—requires no complement.

- b. Linking—followed by attribute complement.
3. Impersonal verbs.
- B. Verb Complement.
  1. Direct Object. Define. Illustrate. In what case? Completes which class of verbs?
  2. Attribute Complement. (Sometimes called Pred. Nominative Predicate Noun or Predicate Adjective.) Define. Illustrate. Case? Completes what class of verbs?
  3. Cognate Object. Define. Illustrate. Case of? Used with what kind of verbs?
  4. Indirect Object. Define. Illustrate. Case of?
  5. Objective Complement. (Sometimes called Adjunct Accusative.) Define. Illustrate. Case of? Used with what kind of verbs.
  6. Factive Object, or Complementary Object.) Define. Illustrate. Case of? Used with what kind of verbs.
- C. Exercise. Classify each verb completely. Point all modifiers and Classify.
  1. The child has grown thin since I saw her.
  2. That sideboard is a genuine Chippendale.
  3. He looked distressed when I spoke of Tom's failure.
  4. Ellen was elected president of her club.
  5. I ran a race with John and he beat me.
  6. It is a beautiful evening, calm and free.
  7. Tell me your counsels; I will not disclose 'em.
  8. On the Lupercal  
I thrice presented him a kingly crown.
  9. Who is here so vile that will not love his country?
  10. I tell you that which you yourselves do know;  
Show you sweet Caesar's wounds.

### LESSON V.

#### The Phrase.

- A. Define phrase.
- B. Explain: 1. Substantive phrase. 2. Verb phrase. 3. Adjectival phrase. 4. Adverbial phrase. 5. Infinitive phrase. 6. Gerund phrase.
- C. How is a phrase distinguished from a clause?
- D. What are the elements of a prepositional phrase?
- E. Explain and illustrate the Nominative Absolute.
- F. Classify the phrases:
  1. She was a lady of refined tastes.
  2. We waited with great excitement for the decision.
  3. To travel abroad was her ambition.
  4. She lives in the large house.
  5. Having delivered the message we departed.
  6. It seemed good to see my friends again.
  7. Reading novels is enjoyed by many.

### LESSON VI.

#### The Clause.

- A. Define and classify (a) as to use (b) as to meaning.
- B. Subordinate Clauses
  1. Name, define and illustrate three classes of subordinate clauses.
  2. Use a substantive clause in six different constructions.
- C. Exercise. Classify each clause.
  1. He that does a kindness to another does a greater to himself.
  2. Go where glory waits thee.
  3. He only wins who goes far enough.
  4. Walk while ye have the light.
  5. The sweetest songs are those that tell of saddest thoughts.

6. If a house be divided against itself, that house cannot stand.
7. We should provide in peace what we need in war.
8. The optimist's belief is that the world is a good old place after all.
9. Say what you mean.
10. Let us have faith that right makes might.

#### LESSON VII.

##### Connectives.

- A. Distinguish between co-ordinating and subordinating. Illustrate.
- B. Co-ordinating examples of co-ordinating conjunctions (a) of addition (b) of contrasts (c) of consequence (d) co-relative.
- C. Subordinating.
  1. Illustrate (a) relative pronoun (b) conjunctive adverb (c) interrogative pronoun (d) substantive conjunctive "that".
  2. Decline the relative pronoun and give rule governing its cause.
  3. Name five classes of adverbial clauses (as to meaning)
  4. Distinguish between the restrictive and non-restrictive adjectival clause. How should each be punctuated?
- D. What law governs parallel structure of words, phrases and clauses?

#### LESSON VIII.

##### The Parts of Speech.

1. Define eight parts of speech.
2. What determines the classification of any word?
3. Classify all words in sentences of Lesson I.

#### LESSON IX.

##### Inflection.

- A. What is inflection? The inflection of a noun is called what? of a verb?
- B. Declension of nouns and pronouns.
  1. Give rules for forming plurals.
  2. Give a list of masculine nouns that have special corresponding feminine forms.
  3. Cases. Name three common names for case of English nouns. Name four corresponding names now coming into use. Explain relation.
  4. Give five uses for the nominative, one for possessive (or genitive) five for objective (or accusative) and one for dative case. Illustrate each.
  5. Give case of each substantive in sentences of Lessons 4 & 5.

#### LESSON X.

##### Inflection (continued)

- A. The conjugation of Verbs.
  1. State the rule for agreement between a verb and its subject.
  2. Why are the principal parts of a verb important?
  3. What is a regular verb? Irregular? Redundant?
  4. Conjugate see, go and be in the indicative and subjunctive.

#### LESSON XI.

##### Inflection (continued)

- A. To parse a noun give (1) class (2) gender (3) number (4) syntax (5) case.
- B. To parse a pronoun give (1) class (2) antecedent (3) gender (4) person (5) number (6) syntax (7) case.
- C. Parse nouns and pronouns in sentences of Lesson IV.

#### LESSON XII.

##### A. Participles.

1. Define participle. 2. How many participles does a verb have? Give all the participles of see, go and be.

##### B. Infinitives.

1. Define infinitive.
2. How many has a verb?
3. Discuss use of.
4. Illustrate by sentences nine uses of the infinitive.

##### C. Gerund.

1. Define gerund and gerund phrase.
2. Illustrate its use by sentences.
3. Distinguish from nouns ending in ing.

##### D. Exercises: Point out verbals and classify.

1. I enjoy playing tennis.
2. Analyzing sentences requires careful thought.
3. Her drawings were excellent.
4. To see is to believe.
5. The flying bird came nearer.
6. He attempted to escape.
7. He was about to tell me the story.
8. Her plan was to defeat me.

#### LESSON XIII.

##### Parsing of Verbs.

- A. To parse a model form of a verb, we should tell the following things about it.
  1. Its class as to form, whether regular or irregular, and its principal parts.
  2. Its class as to use, whether transitive or intransitive.
  3. Voice, mood, tense, person and number.
  4. Its complement (if it has one).
  5. Its syntax or use.
- B. Parse all verbs in sentences of Lesson IV.

#### LESSON XIV.

##### Common errors in verb usage.

- A. Consult a good authority on use of lie and lay, sit and set, rise and raise, affect and effect, lend and loan, like and love, accept and except, may and can, learn and teach, let and leave, bring, take and fetch, expect and suspect. Illustrate by original sentences.
- B. Learn principal parts of: do, see, go, come, show, throw, break, speak and freeze. Use past and participial forms of each correctly.
- C. Consult dictionary in regard to (1) ain't (2) complected.
- D. Define and illustrate (1) provincialism (2) vulgarism (3) solecism (4) colloquialism (5) impropriety (6) slang.

#### LESSON XV.

##### Comparison of Adjectives and Adverbs.

- A. Name the three degrees of comparison and explain (1) the regular method of comparison of adjectives (2) the irregular.
- B. Same as above for adverbs.
- C. Compare the adjectives lovely, thin, happy, careful, fragrant, wise, bad, near and far.
- D. Compare the adverbs: swiftly, badly, much and well.
- E. To parse an adjective give (1) class (2) degree of comparison (3) syntax.
- F. To parse an adverb give (1) class according to meaning. (2) class according to use (3) degree of comparison. (4) syntax.
- G. Parse the adjectives and adverbs in the following sentences:



1. Deeds are better things than words are.
2. Mont Blanc is the highest peak in the Alps.
3. Brave men fear not danger.
4. Blessed are the peacemakers.
5. I bring fresh showers for the thirsting flowers.
6. He who lives well lives long.
7. Too many cooks spoil the broth.
8. Hold fast that which is good.
9. Be sure you are right, then go ahead.
10. Fortune is never on the side of the faint-hearted.

#### LESSON XVI.

##### Independent Elements.

- A. Interjections. Write two sentences containing interjections.
- B. Nominative of address. Define and illustrate.
- C. Nominative of exclamation. Define and illustrate.
- D. Parenthetical expressions. Explain and illustrate.
- E. The expletive "there".
- F. Yes and No, affirmative and negative adverbs.

#### LESSON XVII.

##### Elliptical sentences.

- A. What is an elliptical sentence?
- B. How does an elliptical sentence differ from a contraction?
- C. Study the following sentences and supply the missing parts:
  1. Good evening, Mr. Brown.
  2. What time is it? Half past three.
  3. Hamlet is a tragedy; Merchant of Venice, a comedy.
  4. Why all this excitement?
  5. He departed, though I do not know where.

#### LESSON XVIII.

##### The Subjunctive Mood. Use of:

- A. To express a wish, a prayer, or a desire. Illustrate by sentence.
- B. To express a doubt, or a condition contrary to fact, or a condition of present or future uncertainty. (Usually preceded by if, unless, though or although). Illustrate each idea above by written sentences.
- C. Potential Verb Phrases. Discuss the "potential mood" and give the auxiliaries belonging to it. What ideas do these auxiliaries express?

#### LESSON XIX.

##### Correct use of Shall and Will.

- A. Explain fully the difference between the meaning and use of these auxiliaries in the first second and third persons.
- B. Explain meaning of each auxiliary in the following sentences:
  1. They will come home with me.
  2. I shall be glad if you will go to.
  3. We shall be glad to see you.
  4. If you do not succeed, I will help you.
  5. If he made you that promise, he shall keep it.
  6. Thou shalt serve the Lord thy God with all thy might.
  7. Too many cooks spoil the broth.
  8. I shall never forget this kindness.
  9. I will give you this book.
  10. They will be late if they do not hurry.

#### LESSON XX.

##### Figures of Speech.

- A. Define: (1) synonym (2) antonym (3) simile (4) metaphor

(5) alliteration (6) personification (7) metonymy and synecdoche (8) onomatopoeia (9) hyperbole.

- B. Write sentences illustrating each of the above figures of speech.

#### LESSON XXI.

##### Letter Writing.

- A. Name the six divisions of a business letter, and tell how each is punctuated.
- B. The three essentials to a good business letter are: (1) clearness (2) brevity and (3) courtesy. Bearing these facts in mind write the following letter: Your school has collected a number of things as a Christmas offering for the Children's Home at Sioux Falls, S. D. Write to the Superintendent, Mr. A. D. Stuckemann, and tell him that the articles are being sent.
- C. A teacher is needed for the fifth grade at Evanston, S. D. Write a letter of application to Supt. A. H. Johnson.

#### LESSON XXII.

##### Composition Writing.

- A. Give at least five rules or principles to be observed in written composition.
- B. What are the three fundamental laws which may be applied to the sentence, the paragraph, or the composition as a whole?
- C. Rules for use of capitals and punctuation marks. Cite 5 rules for capitals, 3 for periods, 5 for commas, 2 for semicolons and 2 for colons.

#### LESSON XXIII.

##### Methods of Eliminating Errors from Spoken English

- A. Let each person bring to class a description of some device he has used for improving the English among his students.
- B. Demonstration of above methods.

#### LESSON XXIV.

##### Analysis and Diagramming.

- A. What does a complete analysis involve?
- B. Give complete written analysis of sentences No. 8, Lesson VI.
- C. Explain your system of diagramming.
- D. Analyze or diagram the following:
  1. The little boy ran from the house very swiftly.
  2. Strong nations and great empires flourish and decay.
  3. The bare boughs of the oak tree swayed mournfully in the breeze.
  4. The wise men followed the star.
  5. Congress appointed Washington commander-in-chief.
  6. Washington was our first President.
  7. He was brave, and rescued the child.
  8. Christmas brings us cheer.
  9. I now bring tidings of great joy.
  10. The house, an old weather-beaten mansion, stood in a grove of trees.
  11. The engineer saw a red flag, the sign of danger.
  12. To accept a favor from a friend is to confer one.
  13. It is your duty to obey.
  14. He raised his hand to command silence.
  15. She likes to study grammar.
  16. He was praised for doing his duty.
  17. Taking daily exercise is necessary to good health.
  18. We came to a garden overlooking the lake.
  19. Peace ho, who comes!
  20. The winds descended and the floods came.
  21. The soldier must go where duty calls.

22. The fisher who draws in his net too soon will have no fish to sell.
23. That the storm-tossed boat will finally reach shore seems impossible.
24. My friend wishes me to visit him.
25. When she fell, she hurt herself, but she did not cry.
26. He that exalteth himself shall be abased; but he that humbleth himself shall be exalted.
27. You are older than I.
28. Thank you.
29. Come to me if you need help.
30. Fortune is called blind by those upon whom she confers no favors.
31. The keenest joy is that which others share with us.
32. It is a long road that has no turning.
33. The place where you stand is holy ground.
34. Catherine, Queen of England, came into court!
35. To fight and to gain victories are not the best things.
36. To be noble is counted a greater thing than to be rich.
37. May God make us worthy of the memory of Abraham Lincoln.
38. An important part of education is to acquire the habit of finishing every piece of work that is undertaken.
39. Feeling sure that it is so does not make it so.
40. One must be poor to know the luxury of giving.
41. The day being rainy, we gave up our journey.
42. Having gone so far, we decided to finish the experiment.
43. Leaves have their time to fall and stars to set.
44. Few things are needed to make a wise man happy.
45. He must be cold indeed who can look upon the folds of our flag without feeling pride of country.
46. It has been wisely said that the happiness which a man enjoys depends upon his disposition.
47. In some lands was heard the shout of victory, in others the wail of defeat.
48. Let them obey who know how to rule.
49. Learn to care for what is best in thought and action.
50. The hope of good things to come and the memory of good things in the past unite to make the present attractive.
51. Nature reserves her most precious secrets for those who deserve to know them.
52. Education attempts to change what is, into what ought to be.
53. The Secretary of State furnished me a passport.
54. There is always time to lend a helping hand.
55. Wise men talk because they have something to say; fools, because they wish to say something.
56. To believe a thing impossible is the way to make it so.
57. We are not here to play, to dream, to drift; We have hard work to do, and loads to lift.
58. To give to the poor is to lend to the Lord.
59. It is easier to build two chimneys than to keep one in repair.
60. He hears his daughter's voice singing in the village choir.
61. Having constructed a fort hastily, the settlers awaited the attack of the Indians.
62. Truth crushed to earth shall rise again.
63. We came to a beautiful garden overlooking the lake.
64. The old Indian sat by his tent gazing at the spoils of the hunt.
65. The ocean is a wilderness reaching round the globe.
66. His work, repairing old paintings, required great skill.
67. We learn to do by doing.
68. His chief delight was tramping over his fields

69. Next to being a great poet is the power of understanding one.
70. He considered this living up to his promise.

#### LESSON XXV.

- A. A Study of the State Course of Study.
  1. What is the value of story telling as a part of language work?
  2. What proportion of time is given to oral and written composition in the various grades?
  3. In what grade does the study of technical grammar begin?
  4. What proportion of time is devoted to composition and to technical grammar in the grammar grades.
- B. What methods are suggested by the Course of Study for vitalizing language and grammar.
- C. The answers to the above questions are to be expressed in writing.

### GEOGRAPHY

#### LESSON I.

##### General Geography

1. Define geography.
3. Give general form and size of the earth. Give proof that it is round.
3. Name its daily and yearly motions and give results of each.
4. What is the effect of inclination? The importance of the heat equator?
5. What relation exists between inclination and the width of our zones?
6. Why should the zones be called "Sunlight Zones"?
7. Make a diagram giving the width of zones and name them.
8. Discuss latitude and longitude.
9. Define: meridian, parallels, Great Circle.
10. Discuss difference in time in the U. S. and give time divisions. Where is the International Date Line?

#### LESSON II.

##### Winds

1. Name the great world winds.
2. Why do winds blow? Where do the "trades" blow? Why do they change their direction when crossing the equator? Why do they cross the equator?
3. Why are the trade winds drying winds when they are the wettest winds in the world? What causes them to give up their moisture?
4. When and where do the westerlies give up their moisture?
5. What causes the winds and calms to shift north and south?
6. Why are the calms at the equator and at the tropics?
7. Where are the horse latitudes? The doldrums?
8. What are isotherms? Isobars?

#### LESSON III.

##### Winds and Rainfall

1. What relation exists between winds and rainfall? Temperature?
2. Relation of position of mountains to rainfall?
3. Locate and give reason for regions of heavy rainfall. Light rainfall. Consult world rainfall maps.
4. How is the weather bureau able to forecast storms?
5. What is the general direction of storms and why?
7. Factors of climate? What is climate?
6. What is meant by low pressure? High pressure?
7. Factors of climate? What is climate?
8. Distinguish climate from weather. What is an oceanic climate? A continental climate? Give examples of countries having each.
9. Study of tropic climate.



#### LESSON IV.

##### Location of Climate Areas.

- A. A. Torrid Zone.
  1. Wet equatorial—10 degrees on either side of the equator.
  2. Dry equatorial—(a) Llanos of Orinoco (b) Campos of Brazil (c) Sudan of Africa (d) Large area south of the Congo jungles (e) Part of southern Hindustan.
  3. Wet trade wind—(a) Windward side of the mountains of Guiana (b) Of Brazil (c) Of northeast coast of Australia (d) Others.
  4. Dry trade wind—(a) Sahara Desert (b) Kalahari Desert. (c) Central and Western Australia (d) Leeward slopes.
  5. Monsoons—confined strictly to much of British India (loosely applied to China and Japan).
  6. Mountain—anywhere.
- B. Torrid Zone.
  1. Subtropical—(a) Coastland of southern California. (b) Similar area about Valpariso. (c) Mediterranean countries.
  2. Marine—(a) Coastlands of Western North America from San Francisco to Alaska. (b) Similar region along the west coast of Chile, (c) Northwest Europe, (d) Tasmania, (e) South Island of New Zealand.
  3. Continental.
    - a. Arid—(a) Great Plains of North America, (b) Great region about Caspian Sea in Asia.
    - c. Semi-arid—Borders of above regions.
    - c. Humid—(a) Eastern U. S. and Canada, (b) Eastern Siberia, (c) China and Japan, etc.

#### LESSON V.

##### Vegetation.

1. Tropical Jungle—wet trade wind region and wet equatorial region.
2. Temperate forests—humid continental area, marine area, much of the mountain and plateau regions of temperate zones, and the mountain area in the torrid zone.
3. Savannas—Low level land just north or south of the true equatorial region.
4. Steppes—Borders of all deserts, semi-arid parts in continental climatic area, e. g., Iowa.
5. Deserts.
  - a. Arid—Lowland in trade wind belt.
  - b. Icy—Northern Siberia.
6. The economic plants covering these areas will be studied and given in class in connection with this outline.

#### LESSON VI.

##### North America

1. General features: location, area, and population.
2. Surface and drainage; character of coast and boundary lines; climate and reasons therefor: a. Physical divisions, b. Political divisions, and early settlement.
3. Apply vegetation areas.
4. Give winds and their effect on North America.

#### LESSON VII.

##### New England

1. Name the states in this group and give capital and principal cities of each.
2. Why is the population so dense in this section?
3. Why has manufacturing become so important?
4. The Physical environments and manufacturing:

- a. Raw materials—e. g., granite, marble, slate, lumber.
- b. Water power—the fall line and city development.
- c. Transportation—good harbors, sinking coast, tides, domestic and foreign commerce due to position.
- d. Nearness to coal fields.
- e. Importance of fishing industry due to sea contact.
5. Compare the agriculture of this group with ours.
6. Locate: Portland, Boston, Lynn, Fall River, Barre, Burlington, Hartford, Providence, Manchester, Bangor.

#### LESSON VIII.

##### Middle Atlantic States

1. General Features: Coastal Plain, Piedmont Plateau, Mountains, Mohawk Valley, Drainage, Climate.
2. Compare the type of manufacturing in this section to that of New England. Give reasons for difference.
3. What advantages does this section have for manufacturing?
4. Locate the regions of hard and soft coal. Of Iron ore.
5. Industries: lumbering, fishing, agriculture, dairying.
6. Where is the orchard region?
7. Discuss the petroleum industry.
8. What advantages has New York over Boston?
9. Why is New York called the "Empire State"?
10. Locate: Philadelphia, New York, Pittsburg, Buffalo, Patterson, Newark.
11. Summary: In comparison with the United States, New England and the middle Atlantic States furnish the following proportion of important items—population, 1-4; coal, 1-3; manufactured goods, 1-2; pig iron, 1-2; ship building, 3-5; woolen manufactures, 9-10; knit goods, 3-4.

#### LESSON IX AND X.

##### Southern States; South Central and South Atlantic Groups

1. Name these states. Why has agriculture been their leading industry?
  2. State the advantages for this industry. Disadvantages.
  3. Although the South can raise practically all the products of the North, why will it never be able to compete with the North in these products?
  4. Why will the South always lead in its own particular type of products?
  5. Why has manufacturing advanced so rapidly in the South?
  6. What are the advantages as well as the disadvantages of this industry?
    - a. Natural advantages: coal, petroleum, gas, waterpower, forests, iron, sulphur, good transportation, important rivers.
  7. Why is New Orleans small as compared to New York?
  8. Why are the coast cities between Galveston and Norfolk small?
  9. What is the contrast between the North and South in the location of cities?
  10. What are the causes of the growth of river cities?
  11. Locate: Atlanta, Birmingham, New Orleans, Richmond, Chattanooga, Dallas, Galveston, Louisville, Memphis, Oklahoma City, Little Rock, Savannah.
  12. Summary of the Southern States as compared to the U. S.: Population, 3-10; cotton, nearly all; tobacco, 2-3; sugar, 1-3; petroleum, 1-2; manufactured goods, 1-8.
- Other products: turpentine, tar, peanuts, tropical fruits.

#### LESSONS XI AND XII.

##### North Central States

1. Name these states. Name the states bordering on the Great Lakes. On the Mississippi River.
2. Name great advantages for agriculture in this group.
3. Why are these states called "The Granary of the U. S."?

4. Why does wheat flourish? Why is corn king?
5. How have agricultural products aided in the development of manufacturing? e. g., wheat and Minneapolis.
6. Show how corn in Kansas, wheat in the Dakotas, wheat and iron in Minnesota, hogs in Iowa, cattle in Illinois, iron and copper in Wisconsin, and lumber in Michigan have influenced the prosperity of Chicago.
7. What is the vital importance of the Great Lakes? Lake cities vs. River cities.
8. Draw map of the Mississippi, the Missouri, and the Ohio rivers and locate cities.
9. Locate: Chicago, St. Louis, Duluth, Milwaukee, Detroit, Cleveland, St. Paul and Minneapolis.
10. Comparison of this group with the U. S.: Wheat 2-3; corn, 2-3; iron ore, 4-5; agricultural implements, 4-5; automobiles, 3-4.

### LESSON XIII.

#### South Dakota

1. Bound the state. Give its latitude, size, population and early history.
2. Draw map of state locating county, ten principal cities, state institutions, rivers, mountains, or hills, and railroads.
3. Resources: agriculture, mining, manufacturing, grazing.
4. Climate: temperature, rainfall, winds, kinds, effects.
5. Draw a township locating sections.

### LESSON XIV AND XV.

#### Western States

1. The western states and population.
2. Position of mountains and the effect on the climate of this group.
3. Surface: mountains, valleys, volcanoes, cases, plateaus and deserts.
4. Mining: gold, silver, coal, petroleum, copper.
5. Lumbering: Kinds of trees, methods, disposition of products.
6. Agriculture: in California and the northwest, Colorado, Wyoming, Utah.
7. Methods of irrigation.
8. Cities: Los Angeles, Denver, Spokane, Butte, San Francisco, Seattle, Portland, Salt Lake City.
9. Scenery: Yellow Stone Park, Colorado Canyon, Yosemite Park.
10. Comparison of this group with U. S. Population, 1-3; oranges, 2-3; sugar, 3-5; lumber, 1-3; petroleum, more than 1-4; copper, 4-5; gold and silver, 4-5.
11. Locate: Mt. Hood, Mt. Ranier, Mt. Shasta, Mt. Whitney, Pikes Peak.

### LESSON XVI.

#### Territories and Dependencies of U. S.

1. Alaska.
  - a. history, climate, surface, scenery, fishing, mining, resources, value to U. S.
  - b. How did we obtain it?
2. Porto Rico, Cuba, and the Virgin Islands.
  - a. Area, location, agriculture, value to U. S., transportation, cities.
  - b. How did we obtain each of these possessions?
3. Panama Canal Zone: Location, size, cities, history of canal construction, value to U. S., how obtained.
4. Hawaiian Islands.
  - a. Location, size, surface, climate, industries, people, cities, value to U. S., History.
5. Other small island possessions: Samoan Islands, Guam, Marcus Island, Wake Islands—give something of interest about each.
6. Philippine Islands.
  - a. Surface, climate latitude, vegetable and animal life, number, area, probable future progress.

- b. How did we acquire these islands?
- c. Should they be independent? Reason for your answer.

### LESSON XVIII.

#### Countries North of United States.

1. Canada and New Foundland.
  - a. Location, area, population, language, government.
  - b. Trace the boundary line between Canada and U. S.
  - c. Draw the Great Lakes.
  - d. Name the provinces and principal cities of Canada.
  - e. Industries: lumbering, agriculture, mining, cattle raising, fishing, manufacturing.
2. Greenland.
  - a. area, population, industries, interior, government, history.
3. Why should Buffalo grow more rapidly than Toronto?
4. Why has British Columbia a mild climate?
5. How do the Chinook winds help the farmer in Canada?
6. Where is the great wheat region of Canada?
7. Why is Montreal the largest city in Canada?
8. Where are Ontario and Quebec the most thickly populated? Why?
9. Where is the most rapidly growing section?

### LESSON XVIII.

#### Countries South of the U. S.

1. Mexico.
  - a. History, inhabitants, government, surface, drainage, coastline, climate and products.
  - b. Why are most of the people living around Mexico City instead of near the coast?
  - c. What is the altitude of Mexico City?
  - d. Discuss rainfall and its influence upon agriculture. Consider what belt of winds blow through Yucatan and tell why it is dry. Why does northern Mexico have a rainy and a dry season.
  - e. Apply vegetation to this area from outline on vegetation areas.
  - f. What are some of Mexico's troubles?
  - g. Name the leading cities.
  - h. Tell the importance of mining.
2. Central America.
  - a. countries, government, character of people, products, leading cities.
3. West Indies: The Great Antilles, The Lesser Antilles, Jamaica, Hayti, The Bermudas.
4. Locate the above and tell something of interest concerning each.
5. How is each governed?

### LESSON XIX.

#### South America

1. Draw outline map putting in mountain ranges, rivers and principal cities.
2. Locate: Tropic, equator, and show by arrows the winds and general direction of same.
3. Study rainfall map, and know reasons therefor.
4. Why has Brazil been backward in development?
5. Study population map and compare with North America.
6. Locate the forest and grass land regions and give reasons.
7. Note resemblances and differences in surface features between North America and South America.
8. Inhabitants: natives, Incas, Spaniards, Other nationalities. Influence of each, particularly the Spaniards.
9. Products: rubber, coffee, live stock, minerals, valuable woods, drugs.
10. Disposition of products.
11. Why is Argentina the most progressive country in South America?

## LESSON XX.

### Europe

1. General: Compare Europe with North America in arrangement of plains and mountains; difference in area and population, surface, and drainage; character of continental climate and reason therefor; winds and effect.
  2. Study rainfall and population maps and note relation.
  3. Why are there so many countries in Europe?
- A. British Isles
1. Facts concerning: Explanation of their importance. Why is manufacturing so important?
  2. Sources of raw materials. What must they import?
  3. Contrast Great Britain and Ireland.
  4. Name and locate ten important cities and tell for what they are noted.

## LESSON XXI.

### Europe (Con.)

- A. France
1. Surface, drainage, cities.
  2. Advantage of position, area occupied by the Germans in the world war, and value of this region to France.
  3. Importance of Paris; leading industry and why. Type of manufacturing.
  4. Why did France advance into the Ruhr?
  5. What were the gains of France during the World War?
- B. Netherlands, Belgium, Denmark, Norway, and Sweden, Spain and Portugal.
1. Why is Bergen the rainiest city in Europe?
  2. Account for Spain's small population and the density of Belgium's population.
  3. Why do the Norwegian people take to the sea?

## LESSON XXII.

### Russia and Central Europe.

1. Name the Balkan States. Why have these countries been backward in agriculture, manufacturing, and minings Name Mfg. centers.
2. What is the importance of the Danube waterway?
3. Why are these states called the "powder box" of Europe?
4. State the effect of the world war on the Balkans.
5. Importance of Constantinople? Other important cities.
6. What is meant by the following: Alsace-Lorraine, Saar Basin, Dansig, East Prussia, Kiel Canal.

### Germany

1. Position, recent change in government, losses from war, early war preparations, surface, drainage, climate, agriculture, mining, lumbering, manufacturing, rapid advance, education, cities, religion.

### Italy

1. Advantage of position.
  2. How is she able to support 30,000,000 people?
  3. What disadvantage has Italy for agriculture? Importance of Po Valley?
  4. Locate: Rome, Naples, Genoe, Venice.
  5. What do you know about Fiume? Triest? Trient?
- Study Switzerland, Turkey and Greece.

## LESSON XXIII.

### Asia

1. Size position, population and surface features; note number of great plateaus and mountain ranges in central Asia. Effect of these on climate and population.

2. Study the rainfall map in connection with the surface, and give ten reasons why the 900,000,000 people are crowded down into southeast Asia. Why is southwest Asia of special interest?
3. Why is it dry in southwest Asia?
4. Where do the Monsoons blow in Asia? Why are they dry in winter?
5. Why do the people of west-central and south west Asia lead a Nomadic life?
6. Compare Siberia with Canada.

## LESSONS XXIV AND XXV.

### India, Ceylon, China and Japan

- A. India and Ceylon.
1. Divisions of Empire, climate, people, religion and superstitions, government, forest products, irrigation, famines.
  2. Agriculture: rice, millet, sugar-cane, tea, sorgum, cotton.
  3. Locate: Calcutta, Bombay, Karachi, Delhi, Benares, Hyderabad.
  4. Outline progress of India under British control.
- B. China
1. Divisions, area and population.
  2. What conditions are favorable to agriculture? Reasons for lack of progress? (poor transportation, limited water routes, character of religion, character of government).
  3. How does China keep her soil fertile?
  4. What do you know about Shantung?
  5. Name the rivers of China and tell why the Yangtse and Si are so important.
  6. Locate: Peking, Shanghai, Canton, Hangkow, Chung-King, Tientsin.
  7. What winds bring rain to China.
  8. Products: rice, tea, silk, beans, cotton, minerals. (Unlimited supply of minerals.)
  9. What is China's hope?
- C. Japan.
1. Location, size, population, surface.
  2. What great problem is Japan facing, and how is she attempting to solve it?
  3. Why did Japan take Korea?
  4. Compare Japan with Great Britain and study Japan's handicap.
  5. When did Commodore Perry open the ports of Japan?
  6. Locate: Osaka, Tokyo, Yokohama, Kobe.
  7. Agriculture: Tea, silk, cereals, cotton.
  8. Study the "Seventy Dazzeling Years of Japan".
  9. What do we mean by the "Yellow Peril"?
- D. Inda-China and the Malay Peninsula.
1. Study these countries.
  2. Why is Singapore the best known city in this region?

## LESSON XXVI.

### Africa

1. Draw outline map showing rivers, lakes, mountains, cities and deserts.
2. Note that the equator runs through the central part of Africa. What effect will this have upon the vegetation areas of Africa.
3. Study the rainfall map in relation to winds and the movement of the heat equator.
4. Discuss the Sahara, The Nile, The Suez Canal, The Sphinx.
5. What do you know about the history of Egypt.
6. Contrast southern Africa with central Africa. Which is more progressive?
7. Who was Cecil Rhodes? David Livingstone?
8. What can you tell about the "Cape-to-Cairo" railroad?
9. Find out about Krueger and the British war with the Boers in 1900.



10. Why is Africa called the "Dark Continent"?
11. Name seven good reasons why Africa has been so backward in settlement and exploration.
12. Account for the Nile overflowing its banks although it flows largely through a desert?

#### LESSON XXVII.

##### Australia

1. Outline map location rivers, desert, cities. Location of the continent itself.
2. Study population and rainfall maps in relation to winds and position of mountains.
3. Why has Australia not made faster progress?
4. Possibility for future development: forests, fisheries, pearls, oysters, extension of irrigation, improvement in transportation.
6. Why is Australia called "The Land of the Golden Fleece"?

##### New Zealand, Islands of the Pacific

1. Compare New Zealand with Australia.
2. Pacific Islands: Philippines, Fiji, New Caledonia, Hawaii, Samoa, East Indies, New Zealand, Solomon, New Guinea, Tasmania, Gilbert.
  - a. To whom does each of the above belong?
  - b. Where is the Island of Yap? Belongs to whom? Why important?
  - c. What islands are crossed by the Equator?

#### LESSON XXVIII.

Study of Oceans and Ocean currents, and their effects on life.

#### LESSONS XXIX and XXX.

##### Miscellaneous.

### AMERICAN LITERATURE

#### LESSON I.

Bring to class the best definition you can find for Literature.

#### The Colonial Period.—From 1607-1758, or Time of Benjamin Franklin.

- A. State the main characteristics of this period. What do the writers of this period owe to previous ages?
- B. Name three important historical writers of this period, three religious writers, and one writer of verse.
- C. Account for the preponderance of religious and historical productions over verse and romance.
- D. What was the Bay Psalm book? Who wrote it? Discuss its literary merits.

#### LESSON II.

#### The Revolutionary Period—1785-1809

In general, this period extends from Benjamin Franklin's time to time of Washington Irving.

- A. What were the outstanding characteristics of this period?
- B. Orators.
  1. Name three great orators of this period, and discuss their importance to literature.
  2. These men were very popular. Account for this fact.
- C. Essayists.
  1. Quote a famous sentence from "The Crisis", by Paine.
  2. Who wrote the Declaration of Independence? Give reasons for its importance to the student of our literature.
  3. Discuss the Federalist Papers, their authors, and their influence upon the thought of the times.

#### LESSON III.

#### The Revolutionary Period Continued.

- A. Benjamin Franklin.
  1. Discuss his style.
  2. Compare his writings to those of Jonathan Edwards.
  3. Why does he hold a unique position in our literature?
  4. Discuss Franklin's Autobiography and Poor Richard's Almanac from the standpoint of literary merit.
- B. Novelists.
  1. Mrs. Sarah Morton. What was her contribution to literature? Why important?
  2. Charles Brockden Brown. What did he write? Its Merits? Explain the term "Gothic Romance".
- C. Poets.
  1. "The Hartford Wits". Who were they? What was their ambition? What was their success?
  2. Philip Freneau. Wrote what? Criticism.

#### LESSON IV.

#### The Early National Period. 1809-1865.

This period is generally regarded as the period covered from time of Washington Irving until the Civil War.

- A. What were the general characteristics of this period? How did the literature in it differ from the two previous periods?
- B. The Transcendentalists. This group of thinkers exerted a marked influence upon the thought of the times. Literature was influenced by them. Explain their philosophy as you understand it.
- C. Washington Irving. 1783-1859.
  1. What influence did his early life and environment have upon his literary productions?
  2. Relate his experiences as a journalist.
  3. What did his travel and life abroad mean to our literature?
  4. What was his part in the development of the short story?
  5. Name his main productions and give a criticism of his style.

#### LESSON V.

#### Early National Period—Continued.

- A. James Fennimore Cooper 1789-1851.
  1. His life story and its influence upon his writings.
  2. Upon what does the importance of his work rest.
  3. Name his Leather Stocking tales, and other stories.
  4. What criticism can you find of his style? Do you agree with the critics you have read?
- B. William Cullen Bryant. 1794-1878.
  1. Discuss (1) his ancestry, (2) early home influence, (3) environment, (4) education, and (5) ideals.
  2. Can you see any bearing these facts have upon his writings.
  3. Name his greatest poems, and quote 10 lines from one of them.
  4. Characterize his verse.
- C. The Transcendentalists.
  1. Name the leaders of the movement.
  2. What was the Brook farm experiment? Result?
  3. What was The Dial? Give important details.

#### LESSON VI.

#### The Anti-Slavery Writers.

- A. William Lloyd Garrison. 1805-1879.
  1. Describe his struggle in behalf of the anti-slavery cause.
  2. What influence did he have upon the thought of the times?
- B. Harriet Beecher Stowe.

1. Other important members of her family.
  2. Discuss her early life, her training, and her literary achievements.
  3. What was her influence upon the anti-slavery movement?
- C. Daniel Webster. 1782-1852.
1. How did his style differ from other orators up to this time?
  2. Mention notable speeches, and account for his greatness.
- D. Edward Everett, Charles Sumner, and Wendell Phillips.
1. Learn what you can about these great orators, and report to the class.
- E. Each student should read at least one short selection from each of these writers and orators in preparation for class.

#### LESSON VII.

##### Prose Writers.

- A. Ralph Waldo Emerson. 1803-1882.
1. Review his biography, ascertaining the important facts.
  2. Name as many as you can of his Essays. Which have you read?
  3. Read one of his essays that you have not read before. (Self-Reliance, Friendship, Compensation, or Love might be suggested.)
  4. Mention some important poems by Emerson.
  5. Halleck says "Of All American writers, he is the most inspiring teacher of the young." Show why this is true.
- B. Henry David Thoreau. 1817-1862.
2. Why important? Characteristics?

#### LESSON VIII.

- A. Nathaniel Hawthorne. 1804-1864. (America's greatest prose writer.)
1. Learn the main facts in regard to his life. Show the influences of his early life upon his writings.
  2. Hawthorne played an important part in the development of the American short story. Just what was it?
  3. What sect did he immortalize?
  4. Name as many of his productions as you can. Which have you read?
  5. If you have not already done so, it would be well to spend time reading at least one of his short stories other than "The Great Stone Face".
  6. Why do many critics regard him as our greatest novelist?

#### LESSON IX.

- A. Henry Wadsworth Longfellow. 1807-1882. (Our greatest epic poet.)
1. Write an outline of his life history, including his early environment, his education, his professional life, and other important facts.
  2. Quote 10 lines from any poem by Longfellow.
  3. Write out what you would consider a correct characterization of his work.
  4. Name an important epic, a ballad, a lyric, and a sonnet from his pen.

#### LESSON X.

- A. John Greenleaf Whittier. 1807-1892. (Our Quaker Poet)
1. Important facts regarding his ancestry, and early home.
  2. Compare his educational advantages with those of Bryant, Emerson, Lowell, and Longfellow.
  3. One decision made by him removed all opportunities for a brilliant political career. What was it?
  4. Compare his famous poem "Snowbound" to Burns' "Cotter's Saturday Night". What was his attitude towards Burns?
  5. Select a poem that portrays his attitude toward (a) country life, (b) simple life, (c) childhood, (d) fisher folk (e) patriotism,

- (f) abolition, (g) religion, (h) death.
  6. Quote 10 lines from any poem by Whittier.
  7. Give criticism of his style.
- B. James Russell Lowell. 1819-1891.
1. Learn important facts regarding his life.
  2. Discuss the influence he had in the cause of abolition. How did he come to espouse this cause?
  3. He became the editor of what great American magazines?
  4. What is true of his popularity abroad?
  5. Read his essay "Emerson and His Audience". Pace's readings page 252.
  6. What were his greatest poems? What were the Bigelow Papers?
  7. Discuss the greatness of his prose. How does he rank as a critic?

#### LESSON XI.

- A. Oliver Wendell Holmes. 1809-1894.
1. Important facts regarding his ancestry, his home environment, his education, and chosen profession. Account for his popularity.
  2. How did his wit affect his school and professional life?
  3. Why was he always a popular lecturer?
  4. Explain his attitude toward religion, abolition, politics, and war.
  5. Name his most important poetic and prose works.
  6. Quote 10 lines from any one of his poems.

#### LESSON XII.

##### Great American Historians.

These three men are all natives of Massachusetts, and graduates of Harvard

- A. William H. Prescott. 1796-1859.
1. Wrote:
    - a. History of the Reign of Ferdinand and Isabella.
    - b. History of the Conquest of Peru.
    - c. History of the Conquest of Mexico.
    - d. History of the Reign of Phillip II.
  2. Characteristics:
    - a. Careful and painstaking.
    - b. Presented all his work in an attractive form.
    - c. For the sake of accuracy and vividness, he mastered the Spanish language.
- B. John Lothrop Motley. 1814-1877.
1. Wrote:
    - a. The History of the United Netherlands.
    - b. Rise of the Dutch Republic.
    - c. The Life and Death of John Barneveld, Advocate of Holland.
  2. Characteristics:
    - a. Just and coldly critical.
    - b. Always on the side of Liberty, pleading her cause.
    - c. Eloquent style and deep feeling.
- C. Francis Parkman. 1823-1893.
1. Wrote:
    - a. The California and Oregon Trail.
    - b. The Pioneers of France in the New World.
    - c. The Jesuits of North America in the 17th Century.
    - d. LaSalle, or the Discovery of the Great Northwest. Many other histories.
  2. Characteristics:
    - a. Regarded as the greatest of the three mentioned.
    - b. Health a great obstacle, which he overcame only by great determination and strength of character.
    - c. Secured his material at first hand and thereby gained a quality of realness in his works.



These men left a worthy tradition of historic writing which was followed later by Fiske, Roosevelt and Wilson.

### LESSON XIII.

#### The Literature of the South.

The South did not equal the North in amount and importance of literary work because:

1. Plantation life did not promote new thought, or permit outside influences or variety.
2. Transcendental movement not felt as far south as Virginia.
3. People dwelt far apart.
4. Most prominent question was slavery.
5. Ambitions of the people were political rather than literary.
6. Literature as a profession was not considered dignified.
7. The school system was not developed early.

A. Two prominent southern writers who are famous for their melody, beauty, and artistic workmanship are:

1. Edgar Allen Poe. 1809-1849
  - a. What was his heritage? What was the influence of his boyhood training?
  - b. What was his success as a student in the U. of Virginia?
  - c. Do you think he was entirely to blame for some of the mistakes he made?
  - d. What did he contribute to the development of the short story?
  - e. What place does he claim as a critic?
  - f. Enumerate several of his short stories. Which have you read?
  - g. Which of his poems have you read?
  - h. Poe holds a unique position in American literature in prose and poetry. Explain this fact.
2. Sidney Lanier. 1842-1881.
  - a. Compare his early experiences with those of Poe.
  - b. What eminent position did he hold before his death?
  - c. Name his important productions.
  - d. What are the most pronounced characteristics of his work?

B. Willam Gilmore Simms, Henry Timrod, Paul Hamilton Hayne and Father Ryan also made places for themselves in the literature of the south. What can you tell about them?

### LESSON XIV.

A. Of the foregoing writers, Holmes, Lowell, Whittier, and Lanier are claimed by the later National Period because they lived long after the Civil War.

B. Other Southern writers of note.

1. Joel Chandler Harris. 1848-1908.
  - a. Famous for the Uncle Remus stories. What part of our National history, and what particular class of people did he immortalize?
2. Thomas Nelson Page. 1854-1922.
  - a. Pre-eminently a short story writer.
  - b. Why are his writings important to literature?
  - c. Name some of his best productions.
3. George Washington Cable. 1844—
  - a. With rare artistry, Cable weaves tales of the old south. He is at his best in careful character delineation. After reading his stories are we better able to understand the South and the Louisiana negro.
  - b. Which of his stories have you read?
4. James Lane Allen. 1849—
  - a. Sketches the Kentucky background with grace and art.
  - b. Make a list of his novels. What have you read?

5. Mary N. Murfree (Charles Egbert Craddock) 1880
    - a. Writes of pioneer life in the mountains of Tennessee.
    - b. Her style is so vigorous that the editors of the Atlantic Monthly were deceived by her pen name, and were surprised when they discovered their error.
  6. Madison J. Cawein. 1865-1914.
    - a. Abounds in the color and warmth of the South.
    - b. Main productions are "There are Fairies" and "A Prayer for Old Age".
- C. Each student should endeavor to read a short selection from each of the above writers.

### LESSON XV.

#### The Literature of the West.

- A. Abraham Lincoln. 1809-1865.
  - a. Why does the Oxford University display on its walls "The Gettysburg Address"? What books helped mould its style?
- B. Bret Harte. 1839-1902.
  - a. What period of our literature does Bret Harte's stories illustrate?
  - b. What are some special characteristics of his short stories.
  - c. Does he belong to the school of Hawthorne or Poe? Which of our great short story writers has the most humor,—Irving, Hawthorne, Poe or Bret Harte? Which one do you enjoy the most?
- C. Eugene Field. 1850-1895.
  - a. Why is Eugene Field called the poet laureate of children?
  - b. Which one of his poems do you prefer?
  - c. What do you consider the most striking qualities of his verse?
  - d. Quote 10 lines from any of his poems.
- D. James Whitcomb Riley. 1853-1916.
  - a. Point out the chief characteristics of Riley's verse.
  - b. What lines please you most for their humor, reference to rural life, optimism, kindly spirit, and pathos?
  - c. Why is he so widely popular?
  - d. Write out the answers to the above questions.

### LESSON XVI.

- A. Samuel Clemens (Mark Twain) 1835-1910.
  - a. Which of his works are most valuable to the student of American literature and history?
  - b. In what sense is he a historian?
  - c. What phases of western development does he describe?
  - d. Give instances of:
    1. His humor which depends upon incongruity.
    2. His philosophical humor.
    3. His hatred for hypocrisy.
    4. His solicitude for the weak.
  - e. Why is he said to belong to the school of Cervantes?
  - f. What especially impresses you about his style?
- B. Read from any of his books sufficient amount to enable you to write answers to question (d) above.

### LESSON XVII.

#### The Trend From Romanticism Toward Realism. Our Eastern Realists.

- A. The Prose Realists.
  1. To what school did the best writers in American fiction belong, prior to the nineteenth century?
  2. What was the subject of each?
  3. What do you understand by the realistic theory advanced by William Dean Howells?
  4. In what respects does this differ from the practice of the romantic school?

- B. William Dean Howells. 1837-1920.
1. Read any chapter from one of his novels, and show from it how Howells differs from the romanticists.
  2. Besides holding a pre-eminent position as a novelist, Howells was an important journalist. With what great periodicals was he associated? In what capacity?
- C. Henry James. 1843-1916.
1. Brother of the noted psychologist, William James, whose literary style was quite as famous as his studies in psychology.
  2. What difference do you notice in the realistic method of Howells and James?
- D. In order to understand this lesson, each student should read some of the writings of either of these two men. Rise of Silas Lapham, A Modern Instance, The Portrait of a Lady, or Roderick Hudson, would be helpful.

#### LESSON XVIII.

- A. Another New England Realist. Mary E. Freeman. 1862.
1. Read "The Revolt of Mother" or some other short story by this author.
  2. Show how her interest depends upon the unfolding of simple emotions.
  3. If you have read "Pride and Prejudice", the English novel by Jane Austin, compare her method to that of the American realists.
- B. Walt Whitman. 1819-1892. (Poet realist)
1. How did his early life prepare him to be the poet of democracy?
  2. To what voices did he especially listen in his poem "I hear America Singing"?
  3. In his "Song of Myself", point out some passages that show the modern spirit of altruism.
  4. In "Out of the Cradle Endlessly Rocking", what lines show his lyric gift?
  5. What individual objects stand out most strongly and poetically?
  6. Could this poem have been written by one reared in the middle west?
  7. Which of Whitman's references to nature do you consider the most poetic.
  8. How does "O Captain, My Captain" differ in form from most of his poems?
  9. Lanier said of Whitman that he was "Poetry's Butcher", who gives us "Huge, raw callops slashed from the rump of poetry". Can you understand why Lanier should have felt that way? In what respects is his criticism true? Do you think it would apply to "O Captain, My Captain"?

#### LESSON XIX.

- A. The development of the modern story.  
Trace the growth of the short story from the beginning to the present time.
- B. These men and women each contributed something to the short story: Washington Irving, Nathaniel Hawthorne, Edgar Allen Poe, Bret Harte, Mary E. Wilkins Freeman, O. Henry. Give an example of a short story by each that shows what their contribution was.
- C. If you have not already read stories by these authors, do not fail to do so. Write out a list of what you have read.
- D. Other successful short story writers: H. C. Bunner, Booth Tarkington, Frank R. Stockton, Sherwood Anderson, Irvin S. Cobb, Hamlin Garland, Alice Brown, Dorothy Canfield, Margaret Deland, Edna Ferber, Mary Roberts Rinehart, and Edith Wharton.
- E. What stories, if any, have you read by the above authors? Make a list giving at least one story by each.

#### LESSON XX.

##### Great American Magazines, and Magazine Contributors.

- A. Make a list of at least five great literary magazines of this country, and the editor of each.
- B. Find out from the library as many names of great living Journalists as you can.
- C. Make a list of magazines that would be suitable for study in a rural school.
- D. What use do you make of magazines in your school work?

#### LESSON XXI.

##### Contemporary Poets

- A. Today we hear much criticism of free verse. What is free verse? For an example of free verse, read Spoon River Anthology by Edgar Lee Masters.
- B. Some contemporary poets:
  1. Robert Frost. Dramatic, powerful, simple narratives of farm life in Vermont and New Hampshire.  
Characteristic poem: The death of the Hired Man.
  2. Nicholas Vachel Lindsay. Ragtime rythms, often with color, passion, and a curious mysticism to clothe homely chants.  
Characteristic poem: The Congo.
  3. Edgar Lee Masters. Best known for his cynical biting verse.  
Characteristic poem: Anne Ruthledge.
  4. Edwin Arlington Robinson. Precise, desterous, and technical, satisfying verse that varies from the retelling of old legends to the dramatizing of modern folk.  
Characteristic poem: Miniver Cheevey.
  5. Amy Lowell. Vivid dramatic power, colorful, phrasing, sweeping rhythm.  
Characteristic poem: Many Swans.
  6. Sara Teasdale. Carefully fashioned love lyrics of singing quality.  
Characteristic poem: I Shall Not Care.
  7. Edwin Markham. A writer of semi-popular ballads. Has given us a few poems of unusual merit and personality.  
Characteristic poem: The Man With the Hoe.
- C. Obtain from the library as many as possible of these poems and read them. Make list of what you have read.

#### LESSON XXII.

##### Contemporary Novelists.

- A. Problem: Find out all you can about the following contemporary novelists, and bring your report to class.  
1 Mary Johnston, 2 James Lane Allen, 3 Emerson Hough, 4 Winston Churchill, 5 Ellen Glasgow, 6 Stewart Edward White, 7 Hamlin Garland, 8 Edith Wharton, 9 Booth Tarkington, 10 Robert Herrick, 11 Dorothy Canfield, 12 Mary Roberts Rinehart, 13 Zona Gale, 14 Sinclair Lewis.

#### LESSON XXIII.

##### A Study of Poetry and Some of the Terms Used in Discussing Literature.

- A. How does poetry differ from prose?  
In prose, the thought is written in paragraph form with a capital only at the beginning of sentences or proper words. In poetry the words are measured off into definite lines, each beginning with a capital letter. Technically, each line of poetry is called a verse; but in the popular mind the word verse is often misapplied to the stanza, which is the equivalent of a verse in prose. If the two (poetry and prose) are read aloud, a second difference becomes evident. Poetry has a regular swing which prose lacks; it has a recurring beat called rhythm. Prose has its variations of inflection, but these do not recur



regularly. A distinction in form that occurs between some poetry and all prose is rhyme, which is similarity of sound at the ends of certain lines of verse. Verse that does not rhyme is called blank verse.

In thought—material and its appeal, prose and poetry differ; for argument, explanation, discussion, history, art, science and all the ologies all find best expression in prose, while poetry is best suited to the expression of emotions and such subjects as stir the feelings of the listener.

#### B. Kinds of poetry.

##### 1. Narrative

- Epic, as the *Iliad* or the *Odyssey*, of Homer.
- Metrical Romance, as *The Fairie Queene*, of Spenser.
- Metrical Tale, as *Enoch Arden*, by Tennyson.
- The Ballad, as *The Wreck of the Hesperus*, by Longfellow

##### 2. Lyric

- Songs which are set to music and sung.
- Elegy, which deals with death, as *Gray's Elegy*.
- Odes, which are addressed to some object or thing, as *Ode to a Nightingale*, by Keats.
- Sonnet, a poem of 14 lines made after a certain pattern.

##### 3. Dramatic

- Tragedy, as *Shakespeare's Macbeth* or *Hamlet*.
- Comedy, as *Comedy of Errors* or *Midsummer Night's Dream*.

#### C. Metrical Schemes.

##### 1. Feet:

- trochee, one accented followed by one unaccented, —0
- iambus, one unaccented followed by one accented, 0—
- dactyl, one accented followed by two unaccented, —00
- anapest, two unaccented followed by one accented, 00—
- amphibrach, three syllables, the middle one accented, 0—0

##### 2. Meter:

- Monometer, one foot as (A-way)
- Dimeter, two feet, as (None but—the brave)
- Trimeter, three feet, as (He made—and lov—eth all.)
- Tetrameter, four feet, as (In oth—er eyes—in oth—er lands)
- Pentameter, five feet, as (The cur—few tolls—the knell—of part—ing day.)
- Hexameter, six feet, as (This is the—forest pri—meval. The—murmuring—pines—and the hemlocks.)

D. Find examples of each of the above kinds of poetry. Of each of the variety of feet and meters. Report your answer in class.

E. Define or characterize each of the following: blank verse, problem novel, short-story, serial, romanticism, realism.

#### LESSON XXIV.

##### Our South Dakota Writers.

- South Dakota boasts of several men and women who have received recognition beyond her borders. It is not necessary for us to confine our answers to the question of South Dakota authors to the writers of text books, for we have poets, novelists, and many who have contributed other types of literature. e. g., O. W. Coursey.
- Find out all you can about our South Dakota poets. e. g., Badger Clark, Joseph Mills, Hanson, Flora Shufelt Rivola, Doane Robinson, and several others whose works have been published. Bring your written report to class.
- How many novels can you mention that have been written by South Dakotans? Suggestions: Kate and Vergil Boyles, Will Lillibridge, Bartlett Tripp. (Bartlett Tripp did not write a novel, but he did write an interesting book entitled "My Trip to Samoa".) Find out what you can in regard to the interest South Dakotans are taking in the field of dramatics. Suggestion: Dramatic Club at Sioux

Falls and what it is doing. Interest at the State University. Open air Theater at Yankton.

What interest are we taking in pageantry?

#### DIDACTICS

##### Part I.—Reference, Betts "Classroom Method and Management".

##### LESSON I.

- Define "Didactics."
- Distinguish between "Method" and "Device."
- Show that teaching devices should be improved (not changed) constantly.
- What are the four fundamental divisions of any teaching method?
  - Function, aim, or purpose.
  - Materials. (Selection).
  - Organization of materials.
  - Presentation of Materials.
- Show how these four divisions of method apply to methods in the business world.

##### LESSON II.

- What is the importance of having a purpose in what we do? Illustrate.
- Name several educational institutions, each having an aim different from the others.
- Now show that the determination of aim must come first in education, then in business. From the standpoint of the pupil? The Teacher?
- How does the determination of aim in education affect the selection of material for use in the process of education? Illustrate.
- The aim in education has changed from that of giving to the elementary pupil command of a vast amount of fact to that of preparing the pupil for social living by equipping him with the tools of learning and with those social habits which will insure his success in social living. What effect has this had in eliminating materials from the grade course of our school system? (Answer definitely, subject by subject.)
- State the "Mental Discipline" theory of education and prove that it is erroneous.

##### LESSON III.

- Name and define the two types of organization of materials that are used in education. (Logical and psychological.)
- Show why we should use the latter in the early school experience of the pupil, and the latter with adult students. What advantages result from this arrangement?
- Name several grade texts in the various school subjects and state whether the first or second arrangement is used, with reasons for your answers.
- Name the logical methods of teaching beginning reading, and the psychological, and discuss the merits of each method named.

##### LESSON IV.

- The four principal methods of presentation are (1) drill, (2) inductive, (3) deductive, (4) problem, or project method.
- Give the purpose of the drill lesson, and state its steps, or parts.
- Upon what psychological facts is this lesson based? How is habit formed?
- Show when this method of presentation should, and should not be used.
- What relation exists between this method and the learning of the so-called "tools of learning?" What mistake is often made in drill? (Waste.)

### LESSON V.

1. State the purpose of inductive lesson. When should it be used?
2. State the purpose of deductive lesson. When should it be used?
3. State the steps in each of these lesson types and show the difference between the two by these steps.
4. Prepare three lesson plans, one of the drill type, one of the inductive and one of the deductive, to be finished and submitted on June 16th. Make your own selection as to grade and subject.

### LESSON VI.

1. The aim of modern education is to develop in the child what is known as social efficiency. To attain this efficiency what three lines of achievement must the child master in the education process? Text p. 33.
2. The author gives the following as fundamental knowledge to be learned. What would you add to the list or take from it? What is the importance of each?
  - (a) Tools, and symbols.
  - (b) Self.
  - (c) Physical nature.
  - (d) Human nature.
  - (e) History and Institutions.
  - (f) Industry, science, and Inventions.
  - (g) Expression.
  - (h) Avocations.

### LESSON VII.

1. Define attitudes (ideals). Why are they important? The author mentions the following as the important ideals to be developed by the child. Add to or take from the list. Discuss the importance of each. How can we aid the child at school in their development?
  - (a) Standards of Value.
    1. Waste from wrong attitudes.
    2. Worth of Happiness.
    3. Definition and the condition of Happiness.
    4. Value of service.
    5. Growth as an Ideal.
    6. Hopefulness—its worth.
    7. Value of Public Esteem.
  - (b) Habit Formation.
    1. When and how Formed?
    2. Importance—How handled?
  - (c) Cultivation of Interests.
    1. The Teacher's work.
    2. Intellectual Interests.
    3. Social Interests.
    4. Vocational Interests.
  - (d) Conduct and Achievement.
    1. Personal Standards.
    2. Moral Standards.
    3. School Morals—responsibility.
  - (e) Appreciation and Tastes.
    1. How developed?
    2. Importance?

### LESSON VIII.

1. Define Skill. What two types of skill are there? Illustrate each.
2. How are narrow skills developed? Complex skills depend on what?
3. The author gives the following four as the skills to be developed in the education process. Discuss each as to meaning, or scope. Would you add or subtract from this list? What?
  - (a) Physical Skill

- (b) Mental Skill
- (c) Social Skill.
- (d) Moral Skill.

4. From lessons 6-7-8 formulate your definition of the education process.

### LESSON IX.

1. Name some methods of handling the data, or presenting it to the class, in the inductive and deductive teaching processes.
2. What two purposes are served by the use of questions? Name some kinds of questions. Define the direct, or yes-no question, the suggestive or leading question, the test question, and the developmental question. Illustrate each and give the merit or fault of each.
3. What is meant by the topical method of presentation? The Lecture method? The Combination Method? The Laboratory Method? The question-answer method? What types of students and subjects permit the use of each of these methods? Criticise each, giving merit and fault of each.
4. What is meant by personality? Show what the personality of a teacher should be under the following heads. 1. Physical. 2. Intellectual. 3. Human Sympathy.
5. Under the topic, "Tests of a Recitation" discuss the following:
  - (a) Complete response.
  - (b) Movement.
  - (c) Distractions.
  - (d) Standards, including expression.
  - (e) Dead levels.
  - (f) Routine-its dangers.
  - (g) Mastery-lack of.
  - (h) Concentration.

### Part II.

#### The Common Branches. Aims, Special Methods, and Content.

References: Classroom Method and Management—Betts. Teaching the Common Branches—Charters. What Children Study and Why.

### LESSON X.

Reading: Special Reference—Oral and Silent Reading—Stone.

1. Aims in Teaching Reading:
    - (a) Mastery of Mechanics.
      1. Printed vocabulary.
      2. Phonics.
      3. Use of Dictionary.
        - (a) Diacritical Marks.
      4. Method drill.
- To equip the child with the key which will unlock for him the doors of learning so that he may have available for his use the written record of the achievement of mankind.
2. (b) Development of the reading habit—to the end that the child shall use the equipment which he obtains in mastery of mechanics of reading.
  3. Aims by grades.
    - (a) I-II-III
      1. The oral vocabulary to become readable.
      2. Mastery of phonics so words may be pronounced.
      3. Expressive reading. Silent reading begun.
    - (b) IV-V-VI.
      1. Increase of speaking and reading vocabulary.
      2. Mastery of use of dictionary. Silent reading.
      3. Reading habit established on safe basis.
    - (c) VII-VIII
      1. Exercise of the reading habit.

2. Appreciation of good literature developed.
3. Practice for marked skill in silent reading.
4. Methods of teaching Primary Reading.
  - (a) Logical.
    1. Alphabet—describe and evaluate.
    2. Phonetic—describe and evaluate.
  - (b) Psychological.
    1. Sentence—describe and evaluate.
    2. Word—sentence, describe and evaluate.
4. How may expressive reading be taught? What conditions must be met? When must expressive reading begin?
  - (a) Mastery of words involved prior to attempt to read.
  - (b) Something real to read, to a real audience.
  - (c) Drill under direction of instructor, to express the several meanings any sentence may have. Illustrate.

#### LESSON XI.

1. Compare the importance of oral reading several decades ago with its importance at present and in the future.
2. Compare the importance of oral and silent reading now and in the future.
3. Name some of the factors to be dealt with in teaching silent reading.
  - (a) Motivation
  - (b) Eye-health
  - (c) Eye-pause
  - (d) Eye-span
  - (e) Methods of practice.
  - (f) Importance of practice.
  - (g) Importance of mentality
  - (h) Silent reading tests.
  - (i) Inner speech-importance
  - (j) Time-Comprehension
4. Bring to class suggested material lists—both prose and poetry for each of the grades—taken from our course of study. (South Dakota).  
NOTE: It is especially important that each applicant for certificate by examination be familiar with the South Dakota course of study, especially in reading.

#### LESSON XII.

Spelling Note: Come to class for this lesson with two pages of paper. The words for grades seven and eight will be pronounced so far as time will permit—you can then be sure of the spelling of the list presented by our state department. No other spelling practice will be had in this review.

1. State the aim of teaching spelling, and evaluate oral and written spelling.
2. Discuss waste of time and effort in the spelling class. What is over-learning—when is it valuable and when waste?
3. How should the teacher obtain the materials used in the spelling classes of her school?
4. What is meant by the personal word list? Of what value is it?
5. Of what value are the rules of spelling English? How many rules of English spelling can you state? Know at least three.
6. What is the value of the spelling contest? Whom should this contest give opportunity for practice and achievement? Whom does it give this?
7. Who are Cook and O'Shea, Buckingham, Pryor and Pittman, Ayres, Jones, Suzzallo, and what did each do in the development of better spelling?

#### LESSON XIII.

Arithmetic: Special Reference—The Teaching of Arithmetic—Stone.

1. State at least four things to be accomplished in teaching arithmetic.



2. What serious error has been made in teaching primary arithmetic?
3. What is the proper method of presenting primary number combinations?
4. Of what value is the use of objects in making these number combinations concrete?
5. What method of recitation should be used in these grades? What is meant by "attentive repetition", and what is its value?
6. What is meant by the proper gradation of difficulty in teaching this subject? Of what importance is this?
7. Show the relationship existing between the processes of multiplication and division and the many processes of fractions, and percentage and its applications.
8. What is the Australian method of subtraction? What are its advantages?
9. Show that the aim as to complete mastery changes when the four fundamental processes and fractions are completed. What change of teaching method does this bring about?
10. Discuss eliminations in Arithmetic, as to what is being eliminated and why this elimination is taking place.

#### LESSON XIV.

1. Name the other elementary school subjects.
2. State the aims in the presentation of each of these subjects.
3. What type lessons are suited to each of these subjects?
4. What eliminations, if any, have taken place in their content?
5. Summarize lessons 12-13-14 as to purpose and method.

#### LESSON XV.

##### Management: The Recitation

1. Define subjective control—Objective control—evaluate in the recitation.
2. What is meant by class spirit and what factors contribute to it?
  - (a) Environment
  - (b) Interest
  - (c) Community and class spirit
  - (d) Leadership—pupil and teacher.
3. What is meant by decision and poise in class management?
4. Discuss demands (rules) as to number and uniformity.
5. What place have scolding and sarcasm in teaching? Their value? Harm?
6. What is meant by the honor system? Its dangers? Values?
7. What is meant by student government? Its values? Dangers?

#### LESSON XVI.

1. In what ways can you classify mis-conduct?
2. What are the values and dangers of accusation?
3. What are the values of confession? How do you evaluate the tell-tale?
4. What is the purpose of punishment?
5. Define and discuss as to value impulsive punishment; retributive, deterrent, educative or reformatory punishment.
6. What is corporal punishment? Is it justifiable? What is delayed punishment? Is it justifiable?
7. What is an incentive? Name some good incentives to achievement which may be used by teachers.
8. Criticize the giving of prizes as an incentive in school work.
9. State the purpose of examinations? What are exemptions? Upon what basis are they usually given? Can you justify this? How would the use of standard tests take care of this situation?
10. Show that the examination as usually used is harmful in several ways.

## LESSON XVII.

### The School Plant: Reference—The Classroom Teacher—Strayer and Englehardt.

1. Upon what three general propositions does Dr. Strayer score buildings?
2. What are the principal points mentioned under each?
3. What are the principal reasons for having the school plant beautiful?
4. Describe the proper ventilation of a rural school? What can be done in the absence of a ventilating system to keep the air in the room pure?
5. Describe the proper lighting of a school room. What is the minimum ratio between the floor space and the window area?
6. What is the minimum of floor space per pupil recommended?
7. What volume of air per pupil does the author believe necessary?
8. What is the South Dakota law respecting the water supply in schools?
9. Describe the type of rural building that is required for state aid.
10. How important is it to keep rural buildings sanitary? Who shall do this?

## LESSON XVIII.

### The Supervision of Instruction

1. Describe the system of rural supervision in South Dakota. Of City.
2. What is the principal function of supervision?
3. Define criticism. Destructive criticism. Appreciative. Constructive.
4. What is the value of observation in supervision? The visiting day?
5. What is the value of school exhibits? What is the purpose of a Course of Study? Show how it accomplishes the purpose of supervision.
6. What is meant by variability among children as to mentality? How may it be determined? What is meant by I. Q. (Intelligence Quotient) How found?
7. What relationship is there between mentality and achievement? What is meant by "Correlation"? What correlation exists between behavior and achievement?
8. Compare the ordinary examination with the achievement test as a means of measuring school accomplishment.

## LESSON XIX.

### The Health Program

1. What are the common preventable ailments of school children?
2. What is meant by county nurse? How does this work assist the rural teacher?
3. What correlation exists between health and school work?
4. What may the school nurse and the teacher do about defective vision? What may the school nurse and the teacher do about defective teeth? throats? hearing? lungs? What is a clinic? Tubercular clinic?
5. What does the state do in fighting tuberculosis?
6. What health organization has South Dakota? How effective is an order of our State Board of Health? County Board of Health?
7. What correlation exists between diet and health? Wherein is the diet of the average rural child lacking? What movements are on in the cities of this state to remedy the condition as to improper diet of school children and what effect is noticed in the school work? What is the effect of lunches at recess? What is the hot lunch and why important?
8. What is meant by Humidity? What is the effect of lack of humidity in the air of the school room? What is true as to the humidity of the average school room? How can this be remedied with each class of heating device?
9. What is the effect of dust in the school room? How is it prevented in most modern buildings? How shall you remove it in your room? How shall you prevent splinter dust from floating in the air of the school room? Why is this important?

10. What is the Health Crusade movement? Evaluate this movement in view of the fact that pupils form habit by repetition of an act, or series of acts.

## LESSON XX.

### School Reports in South Dakota. Reference: Any County Superintendent.

1. What is the value of records? In business, in school?
2. What becomes of the data finally that is submitted by you in your term report? (Term report summarizes the work and records for the year.)
3. When and why are the following reports required of S. D. Teachers:
  - (a) Notice of Opening of School. What data does this report contain?
  - (b) Classification Report. Give data of this and each following report.
  - (c) Monthly Reports. One for each month of school including the last.
  - (d) Attendance Reports. Must be sent. How often? Why never omitted?
  - (e) Text Book Inventory? What? Why? How shall you protect yourself in the report of text books? (Check your predecessor's inventory.)
  - (f) Term Report. Two copies. Why? What is the penalty for not making it?
  - (g) Report Cards. How often? Why Important?
4. Where and how can you obtain the blanks for these reports?
5. What penalties may be imposed for failure to make these reports promptly?

## LESSON XXI.

### The Daily Program: Strayer and Englehart, "The Classroom Teacher."

1. Discuss the purpose of the daily program.
2. List the problems presented by program making.
3. What subjects, if any, require a special position in the common school program? What positions are thus required by each subject? Why?
4. Why has arithmetic been so uniformly placed early in the day?
5. Psychologists claim there is no such thing as mental fatigue. How can the apparent lessening of mental effort at the end of the school day be accounted for?
6. What are some the reasons a tentative daily program is often unsatisfactory? What shall you do in arrangement of subjects in the program when you find that part of the last of the program is omitted daily for lack of time? If the work in a given subject is being poorly done, what change in position in the program should it have?
7. To what extent shall the rural teacher prepare daily plans of work to be done, and why?

## LESSON XXII.

### South Dakota School Law: Pamphlets, published by any S. D. School Supply Co. The Code and Subsequent Session Laws, College Library.

1. Enumerate the qualifications and duties of the State Superintendent.
2. Name and explain the types of teaching certificate in South Dakota, and the ways they are obtained.
3. Give the membership, method of appointment, duties and salaries of the State Board of Education.
4. Give the qualifications and duties of the county superintendent.
5. Explain South Dakota's plan of Normal Institute.
6. What are the kinds of school districts in South Dakota? How organized?
7. What is the truancy law of this state?
8. Give the provisions of our text book law.
9. What new school laws were passed by the Legislature last year?

### LESSON XXIII.

#### Information Relative to Members of the Teaching Profession and Schools.

1. Know something of each of the following educators: Dewey, Johnson, Pittman, Briggs, Russel, Higbie, O'Hara, Ferris, Stone, Kelley, Foght, Strayer, Butler, Monroe, Slagle, Warren, Cubberly, Carney, Curtis, Otis, Lawrence, Judd, Bagley, Englehardt, Woodburn, Shaw, Fess, Cook, Hillegas, Coffman.
2. List ten of the greatest institutions of higher education in America and be able to tell who is the president of each school so listed.
3. Add to the list in question 1, next above, as many school men as you can.
4. Name and locate the state institutions of higher learning in S. D.

### LESSON XXIV.

#### Extra Curricular Activities.

1. What is the purpose of such activities for the pupil? For the teacher?
  2. Name as many out-of-class organizations for pupils as you can, with the objective of each such organization.
  3. Discuss the importance of the rural teacher's participation in the community activities of her district. How may she do this?
- Note: The remainder of the class periods in didactics, after the work of this outline is completed, will be used to answer questions brought to class by its members for discussion. Use old examination questions and question books as sources.

## AMERICAN HISTORY

### LESSON I.

#### Period of Discovery, Exploration, and Attempted Settlement, 1492-1600

1. Europe's trade with the Orient, what, why, whom?
2. Interruption of this trade. Make map of trade routes, and show parts seized by Mohammedans.
3. Portugal's attempts at establishing a new trade route.
4. The history of Spain immediately preceding the appeal of Columbus.
5. Influences that affected Columbus. His motives for sailing west.
6. The story of his trips, number, routes, discoveries, results to him and immediate results to Spain.
7. Other discoveries and explorers by Nationalities:
 

(a) Spanish	(b) French	(c) English
1. Vespucci	1. Denys	1. Cabot (2)
2. DeLeon	2. Verazzani	2. Drake
3. Balboa	3. Cartier	3. Hawkins
4. Ayllon	4. Roberval	4. Frobisher
5. Magellan	5. Ribault	5. Gilbert
6. Cortez	6. Laudonniere	6. Gosnold
7. Narvaez	7. DeGourges	7. Raleigh
8. Marcos	8. De Monts	8. Virginia Dare
9. Pizarro	9. Champlain	9. Davis
10. Coronado	10. Joliet	
11. DeSoto	11. Marquette	
12. DeFuca	12. Verendrye	
13. De Vaca	13. LaSalle	
14. Menendez		
8. Know the work of each of the above named people.
9. What was the line of Demarcation?
10. What motive had each of the nations for its activity in America?
11. Why did not England follow the work of the Cabots? What event stopped the activity of Spain in American exploitation? (Armada)

### LESSON II.

#### Period of Permanent English Settlement.

1. Drill on the following facts relative to the period of permanent English settlement:
  - (a) Virginia—date and place settled, by whom? Why? London Co.
    1. John Smith and his American experiences.
    2. 1619—House of Burgesses—Importation of slaves—Women.
    3. From Charter to Royal Colony. Define each kind.
    4. Gov. Berkeley. Bacon and his rebellion.
  2. The troubles at Scrooby—John Robinson and Holland—left Holland, why?
    - (b) Massachusetts—when, where, by whom and why settled? Plymouth Company.
      1. Mayflower Compact? Why significant? Group action and freedom.)
      2. Miles Standish—William Bradford—Town meetings.
      3. Puritans at Boston—how different from Separatists?
      4. John Endicott.
      5. The Charter, its provisions.
      6. John Winthrop—The Charter Oak.
      7. John Phillip's War—Andros.
  3. New Hampshire: Date, place, by whom and why settled?
  4. New York: Date, place, when, and by whom settled? Why?
    1. Discovery of the Hudson.
    2. The Dutch West India Company.
    3. Purchase of Manhattan
    4. Explain fully the patroon system and name some patroons.
    5. Peter Stuyvesant, greatest of Dutch governors.
    6. Surrender of English "The Duke's Laws."

### LESSON III.

#### Settlement Continued.

5. Connecticut: When, where, by whom, and why settled?
  1. Saybrook-Hooker and Hartford. Wethersfield and Winsor.
  2. The Fundamental Orders of Connecticut.
6. Rhode Island: When, where, by whom and why settled?
  1. Roger Williams, Anne Hutchinson, and religious tolerance.
7. Maryland: When, where, by whom and why settled?
  1. Baltimore's grant and powers conferred on him.
  2. Religious Liberty—troubles with Puritans.
  3. Mason and Dixon's line.
8. Delaware: When, where, by whom, and why settled?
9. New Jersey: (Sometimes given as the Third in chronological order)
  1. When, where, by whom, and why settled? Finally disposed of?
10. Pennsylvania: When, where, by whom, and why settled?
  1. The grant to Penn.
  2. Treaty, and treatment of Indians.
  3. Settlement of Philadelphia, "Frame of Government" and its special provisions.
11. North Carolina: When, where, why, and by whom settled? Locke's Grand Model. Slow development and bad governors.
12. South Carolina: When, where, why and by whom settled?
13. Georgia: When, where, by whom and why settled? Oglethorpe.

### LESSON IV.

#### Survey of Colonial Life, About 1700 to 1760.

1. Discuss personal characteristics of New England Colonists.
2. Discuss the local govt. of New England. Show that it is a development in answer to local needs and determined by local conditions. What units of government of ours are patterned after it?



3. Position of the Ministry in New England.
4. What were the industries of New England?
5. Describe the social life of these Colonists, homes, manners, dress, educational and religious life.
6. Tell about the Salem witchcraft and religious intolerance in N. E.
7. Name the principal colonial men of letters from this section.
8. Now point by point give the same, facts, as far as possible for the middle colonies and for the southern colonies, noting why the country form of govt. and the life of the Cavalier as contrasted with that of the Puritan.

#### LESSON V-VI.

#### French and Indian Wars. 1690-1763.

1. Causes:
  1. Old Country troubles.
  2. Rapid growth of the English Colonies.
  3. "The Great Awakening" and religious differences.
  4. Boundary disputes and Indian troubles.
2. Events:
  1. King William's War. 1690-1697.
    - a. Count Frontenac—Indian Raids.
    - b. Acadia and Sir Wm. Phips. (Port Royal)
    - c. Failures at Quebec and Montreal—Sack of Haverhill.
    - d. Peace—Port Royal Restored.
  2. Queen Anne's War. 1702-1713. (War of Spanish Succession).
    - a. Capture of Port Royal, attempt at Quebec.
    - b. Acadia—surrender to English.
    - c. New Foundland and Hudson Bay to English.
  3. King George's War. 1744-1748.
    1. French unsuccessful at Port Royal.
    2. Capture of Louisburg—Wm. Pepperell.
    3. Restoration of Louisburg.
  4. French and Indian War. 1754-1763. The possession of North America fixed.
    1. Preliminaries—Washington, and Gov. Dinwiddie. Ft. Duquesne Ft. Necessity, surrender on July 4, 1754.
    2. Franklin's Plan of Union. The Albany Convention.
      - a. President appointed by King.
      - b. Grand Council elected by colonial assemblies.
    3. Purpose: To defeat French. Rejected by colonists as too aristocratic and by the King as too democratic.
    4. Braddock's defeat and Expulsion of Acadians.
    5. William Pitt and his work.
    6. Wolfe, Montcalm and the Fall of Quebec.
    7. The treaty of Peace.

Note: Prior to the Revolutionary War the colonists were divided into the following groups as to form of government.

1. Charter Colonies (Connecticut, Massachusetts, Rhode Island)
  - (a) Define.
2. Proprietary (Pennsylvania, Delaware, Maryland)
  - (a) Define.
3. Royal (New Hampshire, New York, New Jersey, Virginia, North Carolina, South Carolina, Georgia)
  - (a) Define.

#### LESSON VII.

#### The American Revolution.

1. Colonial Conditions:
  1. Occupations:
    - a. New England—commerce, fishing, farming.
    - b. Middle—commerce and farming.
    - c. Southern—raising rice and tobacco.

2. Labor: The four classes of laborers were
  - a. Slaves. b. apprentices c. indentured servants d. redemptioner
3. The English Trade and Navigation Acts. (What were these?)
2. Causes:
  1. Direct Taxation of American Colonies by the English.
    - a. Enforcing of Old Trade Laws (No. 3 next tabove)
    - b. Special tax on sugar, molasses.
    - c. Stamp Act.
  3. The Colonists protest as follows:
    1. Writs of Assistance (James Otis)
    2. The Parson's Case (Patrick Henry)
    3. Sons of Liberty.
    4. Non-Importation agreements.
  4. What were the Townshend Acts? i. e. Mutiny Acts, Writs of Assistance, (Boston), tax on glass, tea, paper, lead, and paint.
  5. Burning of the Gaspee, Committs of Correspondence, Boston Tea Party.
  6. What were the five "Intolerable Acts"?
    1. Boston Port Bill.
    2. Transportation Bill.
    3. Massachussetts Bill.
    4. Quartering Act.
    5. Quebec Act.
  7. What was the work of the First Continental Congress?

#### LESSON VIII.

#### American Revolution, Contd.

- 1775:
  1. Battles of Lexington and Concord (Who were the heroes?)
  2. Work of the Second Continental Congress.
  3. Continental Army—Washington.
  4. Ticonderoga—Bunker Hill—Allen—Warren—Prescott.
  5. Siege of Boston—Gage.
- 1776:
  1. Evacuation of Boston. Knox.
  2. Ft. Moultrie.
  3. The Declaration.
  4. Washington at New York. Putnam.
  5. Washington's Retreat—Trenton—Robt. Morris.
- 1777:
  1. Princeton.
  2. Winter Quarters at Morristown.
  3. The British plan of 1777. (Often asked for in examination.)
  4. Brandywine, occupation of Philadelphia—Germantown.
  5. Burgoyne's Invasion.
    - a. Bennington—Stark.
    - b. Saratoga—Arnold and Morgan deserve the credit.
      1. One of the 15 (Now 16) decisive battles.
      2. King offers concessions.
      3. France gives aid.
      4. Lafayette, Steuben, DeKalb, Pulaski.
      5. Winter at Valley Forge—"Conway Cabal".

#### LESSON IX.

#### American Revolution, Cont'd.

- 1778:
  1. Battle of Monmouth—Lee's disgrace.
  2. Work of George Rogers Clark.
  3. Work of John Paul Jones.
  4. New British plan as to the South.
  5. Invasion of the South—Savannah.

1779:

1. Georgia conquered—Savannah.
2. Stony Point—Wayne.

1780:

1. Charleston taken—Clinton.
2. Camden—Cornwallis—Gates.
3. Benedict Arnold.
4. King's Mountain.
5. Green, the American Commander in the South.

1781:

1. Cowpens—Morgan.
2. Greene's Retreat.
3. Guilford' Court House.
4. Greene's Recovery of the South.
5. Cornwallis and Arnold in Virginia.
6. Washington to Virginia—The French Fleet.
7. Yorktown. (War practically ended.)

1783:

1. Treaty of Paris—its provisions.
2. Give several reasons for the American Victory.

#### LESSON X. Critical Period

1. Articles of Confederation. Give general provisions.
2. What were the weaknesses of the Articles?
  - a. No executive power except that held by states, as states.
  - b. No tax collecting power.
  - c. No power to regulate commerce. Give others.
3. Give the provisions of the Ordinance of 1787. Why was this important?
4. Tell the story of Shay's Rebellion.
5. What was the Annapolis Trades Convention and what did it do?
6. Who were the leaders of the Constitutional Convention?
7. What were the several plans of Union submitted at this Convention?
8. State three great compromises of our Constitution. (Important)
9. Give the general plan of the government established.
10. Explain the system of balances and checks in American Government.
  - a. Check of each department on the others. Equality of branches.
  - b. Check on division of authority between Federal and State Govts.
  - c. Popular elections, and equality of Senate and House.
11. Give the arguments of the Federalists and of the Anti-Federalists used to win, or to defeat, ratification. "The Federalist" its authors.
12. The election of 1789.

#### LESSON XI.

##### Washington's Administration—John Adams, vp. 1789-1797.

1. Organization of Govt.—Supreme Court—Cabinet.
2. Bill of Rights submitted and adopted.
3. Hamilton's Financial Policy.
  - a. Tariff Law
  - b. Funding Bill
  - c. Assumption Bill
  - d. United States Bank
  - e. Excise Law
4. Hamilton vs. Jefferson
5. Citizen's Genet
6. Whiskey Rebellion
7. Cotton Gin
8. District of Columbia, three new states.

##### Adam's Administration—Thomas Jefferson, v. p., 1797-1801.

1. Capital at Philadelphia.
2. X, Y, Z papers and war with France.
3. Alien and Sedition Laws.
4. Virginia and Kentucky Resolutions.
5. Chief Justice Marshal. Death of Washington.

##### Jefferson's Administration—Burr and Clinton, vps., 1801-1809

1. Election of 1800—Jefferson chosen by House.
2. Amendment XII to the Federal Constitution.
3. Jefferson vs. Marshall in Constitutional Construction.
4. War with the Barbary States.
5. Purchase of Louisiana—Reasons for and facts of.
6. Lewis and Clark's Expedition.
7. Foreign Troubles—Continental System, Orders in Council.
8. Chesapeake Affair—Embargo Act—Nonintercourse Act.
9. Slave importation stopped.
10. Burr's duel—his conspiracy and trial.
11. The steamboat—West Point.

#### LESSON XII.

##### Madison's Administration—1809-1817. Clinton and Gerry, vps. "Mr. Madison's War"—the War of 1812.

1. Causes:
  - a. Remote.
    1. Interfering with American trade by Orders in Council.
    2. Searching American ships in neutral waters.
    3. Impressing American seamen.
  - b. Immediate
    1. Indian outbreaks.
    2. Napoleon's deception—loss to American shippers.
    3. England's Minister's mistake.
    4. Henry Letters.
2. Events:
  1. Hull's Surrender. Failure of whole campaign against Canada.
  2. Naval Engagements.
    - a. Constitution and Guerriere.
    - b. Chesapeake and Shannon.
    - c. Perry's Victory on Erie.
  3. Burning of Washington.
  4. Jackson at New Orleans.
  5. Treaty of Peace and Results of the War.
  6. The Hartford Convention.

##### Monroe's Administration—D. D. Tompkins, vp. 1817-1825.

1. Era of Good Feeling—Causes and effect.
2. Internal Improvements—five new states.
3. Seminole Indian War.
4. Purchase of Florida.
5. Missouri Compromise.
6. Visit of Lafayette.
7. First Trans-Atlantic Steamer.
8. Monroe Doctrine.

#### LESSON XIII.

##### John Quincy Adam's Administration—Calhoun, vp., 1825-1829.

1. The election—Clay and "corrupt bargain"—Jackson.
2. The Tariff of Abominations.
3. First Railroad—First Temperance Society.
4. DeWitt Clinton's "Big Ditch"—or the Erie Canal.
5. Dictionary—Bunker Hill Monument.
6. Death of Jefferson and Adams (John) July 4th, 1826.



**Jackson's Administration—Calhoun and Van Buren, vps., 1829-1837.**

1. Spoils System.
2. Nullification of South Carolina.
  - a. Webster-Haynes Debates.
  - b. Force Bills.
  - c. Compromise Tariff.
  - d. Jackson's Stand Against Nullification.
3. Jackson's Bank Plan.
  - a. Wild Cat State Banks.
  - b. Effects.
  - c. Specie Circular.
4. Black Hawk War.
5. The Reaper—the Liberator.

**Martin Van Buren's Administration—Johnson, vp., 1837-1841**

1. Panic of 1837.
  - a. Causes:
    1. Wildcat Banking and Land Speculation.
    2. Public Improvements.
    3. Panic abroad.
  - b. Results.
    1. The Independent Treasury.
2. Inventions.
  - a. Telegraph—friction matches—photography—vulcanizing process.
4. The Mormons.

**LESSON XIV.**

**Harrison's and Tyler's Administration—1841-1845**

1. The campaign and election of Harrison and Tyler.
2. Death of Harrison.
3. Webster-Ashburton treaty.
4. Annexation of Texas.
5. Dorr's Rebellion.
6. Rent troubles.
7. Admission of Florida
8. The Brook Farm Experiment

**Polk's Administration—Geo. Dallas, vp., 1845-1849**

1. The Oregon Boundary dispute and settlement.
2. The Texas Boundary dispute and War. 1845-1848.
  - a. Causes.
    1. Remote—Slavery.
    2. Immediate—Boundary dispute.
  - b. Events.
    1. Palo Alto—Resaca de la Palma—Monterey—Buena Vista.
    2. Vera Cruz—Cerro Gordo—Mexico City.
    3. Fremont in the west. Kearney in New Mexico.
    - c. The Treaty and results.
3. Lincoln's "Spot Resolutions".
4. Wilmot's Proviso
5. The Gadsden Purchase
6. "The Stars and Stripes Campaign"—Election of Taylor.

**LESSON XV.**

**Taylor and Fillmore's Administration—1849-1853**

1. Discovery of gold in California.
2. Slavery troubles—the Underground Railway.
3. Omnibus Bill, or Compromise of 1850.
  - a. California admitted as a free state.
  - b. Slavery not restricted from New Mexico and Utah.

- c. Texas to be paid for land ceded to New Mexico.
- d. Slave trade to be abolished in District of Columbia.
- e. Strict Fugitive Slave Law to be passed.
4. The "Personal Liberty" movement.
5. Election of Pierce.

**Franklin Pierce's Administration—King, vp., 1853-1857**

1. World's Fair at New York.
2. Koszta, and naturalization.
3. Perry at Japan.
4. Fillibusters to Cuba
5. Spain and "The Black Warrior".
6. The Ostend Manifesto—The Outcome.
7. Kansas-Nebraska Act. Popular or Squatter Sovereignty.
  - a. Sons of the South or Border Ruffians  
vs.  
Free State Men or Black Republicans.
8. Sumner—"The Crime Against Kansas"—Brooks.

**Buchanan's Administration—Breckenridge, vp., 1857-1861**

1. The Dred Scott Decision. Chief Justice Taney.
2. Panic of 1857.
3. Mormon Troubles.
4. The Lecompton Constitution—Kansas Admitted.
5. Lincoln-Douglas Debates—"Freeport Doctrine".
6. John Brown's raid
7. Campaign of 1860
8. The Secession of states, prior to inauguration.
  - a. Final organization of 11 states into the Confederate States of America.

**LESSON XVI.**

**The Administration of Abraham Lincoln—Hamlin and Johnson, vps. 1861-65**

1. Lincoln's Inaugural Address.
  - a. Must preserve the Union.
  - b. Had no purpose to interfere with slavery as it existed.
  - c. Sworn to defend the Constitution, must defend Nat'l property.
  - d. There would be no war unless the South was the aggressor.
2. The War of the rebellion.
  - a. Causes.
    1. Remote
      1. Slavery
      2. States' rights
      3. Tariff
    2. Immediate
      1. Secession
      2. Seizure of National Property.
      3. Ft. Sumter attacked.
  - b. Events (only the very important ones)
    1. The Union plan of attack. (As finally carried out.)
- 1861:
  2. Battle of Bull Run. Preparation.
  3. The Army of the Potomac—McClellan.
  4. Trent affair—Mason and Slidell.
  5. Monitor and Merrimac—Importance of this victory.
- 1862:
  6. The Peninsular Campaign. Jackson's Raid.
  7. Lee's First Invasion—Antietam.
  8. Fts. Henry and Donelson—Grant. Island No. 10
  9. New Orleans—Farragut.
  10. Lincoln's Proclamation of warning.
- 1863:
  11. The Emancipation Proclamation.

12. Lee's Second Invasion—Gettysburg
13. Draft riots
14. Capture of Vicksburg, Port Hudson, opening the Mississippi.
15. Chickamagua—and the battles towards Atlanta.
- 1864: 16. The Hammering Campaign
- 1865: a. Sherman at Atlanta—The March to the sea.
- b. Grant Before Richmond.
  1. Wilderness
  2. Petersburg
  3. Early's Raid
  4. Sheridan's work.
  5. Capture of Richmond.
  6. Appomattox and the surrender.
17. Assassination of Lincoln.

#### Andrew Johnson's Administration—1865-1869

1. Maximilian in Mexico.
2. Reconstruction.
  - a. Lincoln's theory—Amnesty Proclamation.
  - b. Johnson's Plan. Why was it not carried out?
    1. Repeal secession acts.
    2. Repudiate debts of Confederacy.
    3. Ratify amendment XIII.
  - c. Congress' Plan.
    1. Secession states divided into 5 military districts.
    2. Under military rule these states should frame state constitutions.
    3. Negroes should vote for and could be delegates to these Constitutional conventions.
    4. People should ratify these constitutions in each state, also the XIV Amendment to the Federal constitution.
3. Troubles between Johnson and Congress.
  - a. Civil Rights Bill.
  - b. Freeman's Bureau Bill
  - c. Tenure of Office Bill
4. Impeachment and trial of the president. The outcome.
5. The Atlantic Cable
6. The Purchase of Alaska.
7. Treaty with China (No Chinese brought to America without our consent.)

#### LESSONS XVIII and XIX.

##### Grant's Administration—1869-1877, Colfax and Wilson, vps.

1. Union Pacific Railroad.
2. Fifteenth Amendment. Carpet Baggers and the Ku Klux Klan.
3. The Alabama claims and the Treaty of Washington.
4. Election of 1872—Horace Greeley.
5. Coinage Act—or the "Crime of 1873"
6. The "Salary Grab" act.
7. Panic of 1873—Black Friday—Resumption of specie payment.
8. Frauds—Boss Tweed—Credit Mobilizer—Erie R.R. Ring—Whiskey Ring—Cabinet Scandal (Indian affairs)—Custom House Frauds.
9. The Virginius Affair—Centennial Exposition.
10. The Electoral commission.

##### Hayes Administration—Wheeler, vp., 1877-1881.

1. Withdrawal of troops from the South.
2. First railroad strike.
3. Bland-Allison Silver Act. Result of 1893.
4. The Election of Garfield.

##### Garfield's and Arthur's Administration—1881-1885

1. Assassination of Garfield.
2. Important Laws.
  - a. Suppression of polygamy
  - b. Stopping Chinese immigration for ten years.
  - c. Civil Service act.
3. Mississippi Floods—Expositions—Brooklyn Bridge.

##### Grover Cleveland, Hendricks, vp., 1885-1889.

1. Labor troubles in Chicago—Haymarket riots.
2. Laws of Importance.
  - a. Presidential Succession Act.
  - b. Electoral Count Act.
  - c. Dissolution of Mormon Church
  - d. Chinese Immigration forbidden
  - e. Australian Ballot
3. Cleveland the "Vetoer".

#### LESSON XX.

##### Harrison's Administration, Morton, vp., 1889-1893.

1. Sherman Silver Act.
2. McKinley Tariff. Reciprocity.
3. Oklahoma opened to settlement.
4. Pan-America Congress.
5. Amnesty to Mormons.
6. Homestead strike.
7. The Populists.

##### Cleveland's Second Administration, Stevenson, vp., 1893-1897

1. Panic of 1893. Repeal of Sherman Act. Political upheaval.
2. The Wilson Bill.
3. Bering Sea Arbitration
4. Venezuela Arbitration.
5. World's Columbian Exposition.
6. Coxey's army.
7. Campaign of 1896. Free silver issue. W. J. Bryan.

##### McKinley's Administration, 1897-1901

1. Dingley Tariff
2. The Spanish-American War. 1898.
  - a. Causes: Remote, The Spanish Policy in Cuba. Immediate.
    1. Weyler's methods of war.
    2. DeLome's Letter.
    3. Loss of the Maine.
  - b. Events:
    1. Capture of Manila.
    2. Capture of Cervera's Fleet.
    3. San Juan and Caney.
  - c. Peace—the terms.
3. Annexation of Hawaii
4. Disposition of Cuba and Porto Rico
5. The Phillipine revolt Aguinaldo.
6. McKinley and Bryan's second campaign.
7. Assassination of McKinley

##### Theodore Roosevelt's Administration, 1901-1909

1. Anthracite strike—Roosevelt settles it.
2. Alaskan Boundary settled.
3. Pacific Cable.
4. The Panama Canal

- a. Hay-Pauncefote Treaty
- b. Trouble with Columbia
- c. Independence of and Treaty of Panama.
- d. Goethals and the canal.
- 6. Election of Roosevelt over Parker. Fairbanks, vp., 1905-9.
- 7. Treaty of Portsmouth—Nobel Peace prize.
- 8. Anti-trust activities of Roosevelt—against monopoly.
- 9. Roosevelt secures the election of Taft.

#### • Taft's Administration, 1909-1913, vp., Sherman

- 1. Power of interstate commerce commission extended.
- 2. Postal Savings Bank and Parcels post.
- 3. Proposed Amendments to Constitution.
  - a. Income tax.
  - b. Direct election of U. S. Senators.
- 4. Campaign of 1908—Progressive party.

#### LESSON XXIII.

##### Wilson's Administration, Marshall, vp., 1913-1921

- 1. Mexican troubles—seizure of Vera Cruz—Villa and the Punitive Expedition.
- 2. Neutrality of World War—Lusitania.
- 3. Federal Reserve Bank Act—Income Tax Act.
- 4. Federal Trades Commission.
- 5. Rural Credits Law.
- 6. Wilson's Reelection—"He Kept Us Out of the War".
- 7. War declared—Conscription. Liberty Loans.
- 8. Our troops in the War.
- 9. Wilson's famous declaration of a basis for peace. Nobel prize.
- 10. His work in drafting the peace treaty.
- 11. Article X and Senator Lodge. Wilson's swing around the Circle.
- 12. His physical breakdown.
- 13. Defeat of the peace treaty in the U. S. Senate and separate Peace.
- 14. Election of Harding. His Front Porch Campaign.

#### Harding's Administration

- 1. The Washington conference.
- 2. The New Tariff with provision for lowering of rates by presidential Order.
- 3. The World Court. (Other events added by class)
- 4. Bills that fail of passage.
  - a. Ship Subsidy—Harding urged its passage.
  - b. Soldier bonus—Harding vetoed it.
  - c. Pension Bill—Harding vetoed it.
- 5. Strikes and the Daugherty Injunctions.
- 6. List the members of the Cabinet, the Cabinet and Supreme Court changes, and other great men of the present administration.
- 7. Harding's western trip. Death.

#### Coolidge's Administration

- 1. Problems
  - a. Mellon tax bill.
  - b. Cabinet members.
  - c. Status of Bonus.
  - d. Teapot Dome
  - e. Foreign affairs. Japan.
  - f. Veto of Pension Bill.
  - g. Peter Norbeck and Farm Relief Bills.
  - h. Death of Wilson.
  - i. National Convention and presidential candidates.

NOTE: Spend the remaining periods in review. Students submit questions.

## SOUTH DAKOTA HISTORY

### LESSON I.

- A. Geology of South Dakota.
  - 1. Discuss the formation of this part of the country from facts disclosed by rocks.
  - 2. How do we know that this land was once tropical?
  - 3. Explain "glacial drift" and changes wrought thereby.

### LESSON II.

- A. Early Indian Inhabitants.
  - 1. What historical facts have been learned from the mounds along the Big Sioux?
  - 2. The early Indian tribes of South Dakota. Name and locate three great Indian tribes of the Dakotas.

### LESSON III.

- A. Who were the earliest white explorers?
- B. What was the Verendrye Plate?
  - 1. Where is it at the present time?
- C. The Louisiana Purchase and the Lewis and Clark expedition.
  - 1. Tell of the experiences of Lewis and Clark at various points during their journey through this state.

### LESSON IV.

- A. The early Missionaries to the Indians.
  - 1. Find out what facts you can about the work of Father DeSmet, Stephen Riggs and Bishop Hare.

### LESSON V.

- A. The Overland Trail to the Pacific.
  - 1. What was the nature and purpose of this work.
  - 2. For what is Gen. Harney famous?

### LESSON VI.

- A. Struck by the Ree.
  - 1. Who was Struck-by-the-Ree? His attitude toward the whites?
  - 2. What proposal did one of his descendants make to the recent legislature?
  - 3. Do you think the proposal should have been acted upon?

### LESSON VII.

- A. "The Paul Revere of South Dakota". Who was this man? Tell the story connected with his notable ride.

### LESSON VIII.

- A. Stories of the earliest settlements.
  - 1. Where was the first permanent settlement?
  - 2. Other important settlements.
  - 3. Relate the story of the hardships of the pioneers.

### LESSON IX.

- A. The Red Cloud War.
  - 1. Cause.
  - 2. When and where fought?
  - 3. Terms of peace?

### LESSON X.

- A. Black Hills Indian troubles.
  - 1. When was gold discovered in the Black Hills?
  - 2. How did this stir up trouble with the Indians?
  - 3. The uprising of the Indians and the Custer Massacre.
    - a. One man was the sole survivor of this massacre. See Current Events Magazine for April 9-13, 1923, page 4.
  - 4. Accession of the Black Hills district.



## LESSON XI.

- A. The Dakota Boom.
  1. Give an account of the sudden growth of population.
  2. Building of railroads. Who were some of the pioneer road builders of South Dakota?
  3. New settlements.
  4. Which cities experienced a phenomenal growth? What were some of the attendant problems.

## LESSON XII.

- A. Establishment of State Institutions.
  1. Charitable and penal institutions founded.
  2. How did Gen. Beadle save the school lands? Show why this was an important event in the history of our state.

## LESSON XIII.

- A. Division of the territory.
  1. Give an account of the division of Dakota territory and the fight for statehood.
  2. In what year was South Dakota admitted and what were the provisions of the enabling act?

## LESSON XIV.

- A. The Messiah Craze.
  1. Give the details about the movement known as the "Messiah Craze".
  2. Tell of the arrest and death of Sitting Bull.
  3. Describe the massacre at Wounded Knee.

## LESSON XV.

- A. The Shifting Capital.
  1. In what cities has the capital been located?
  2. When was the location permanently settled?
  3. Describe the capitol. What was its cost?

## LESSON XVI.

- A. South Dakota's part in the Spanish-American War.
- B. Our part in the World War?

## LESSON XVII.

- A. The South Dakota of today.
  1. Facts concerning the Homestake Mine.
  2. The beauty spots of South Dakota.
    - a. The South Dakota Wonderland.
    - b. The Black Hills Scenery
    - c. Spearfish Canyon
    - d. Sylvan Lake
    - e. The Bad Lands
    - f. Wind Cave
    - g. The Palisades.

## LESSON XVIII.

- A. Our rank as a State.
  1. As to wealth
  2. As to health
  3. Our main products
  4. Our greatest opportunities and future
- B. Our Seal, Motto, Song, Flower and Nickname.

## LESSON XIX.

- A. State 14 facts every South Dakotan should know. (See Civic and Public Instruction, page 33".

- B. In what grade would you start the study of South Dakota History.
- C. How much time should be devoted to it?
- D. In what ways may South Dakota History be correlated with language work? With Geography? With U. S. History?

NOTE: This outline is chronological in its nature. The class should spend some time in review from the standpoint of logical organization of subject matter, i. e., spend a day on the wars with the Indians, another on the geography of the state, making a state map etc.

This subject and civics shall be handled as one subject.

## CIVICS

Course of Study, pp. 148-165

### LESSON I.

1. Give a full statement of why civics is taught in the grades.
2. What are the three conditions of good conduct?
3. Give suggestions as to how you would present the topics of the civics outline for grades one to seven, which are as follows:
  - I. Obedience
  - II. Cleanliness
  - III. Orderliness
  - IV. Courtesy and Manners
  - V. Helpfulness
  - VI. Punctuality and regular attendance.
  - VII. Truthfulness
  - VIII. Care of Property
  - IX. Fair Play
  - X. Safety
  - XI. Kindness to Animals
  - XII. Thoroughness
  - XIII. Honesty
  - XIV. Respect
  - XV. Thrift
  - XVI. Fire Prevention
  - XVII. Patriotism
  - XVIII. Love of beauty
4. Explain plan of giving pupils a grade in "citizenship" (CS p. 153)
5. Why give this grade? Is this play practical? Why?
6. What is meant by community civics? Upon what principle is it based?
7. Define community—give many illustrations of it that the pupils will be acquainted with. Define cooperation—show need of it in groups.
8. Name and give work of as many children's organizations as you can.
9. How may you use the work outlines under "Church". (C. S. p. 154)
10. Who originated the "safety first" idea? Who is Dr. Gorgas? Give ways and means of making this work practical in your school.

### LESSON II.

1. What are state and local organizations for "Fire Prevention"?
2. What are the means used in this state, both state and local for the preservation of health?
3. What is the importance of correct habit in recreation? What and where are the playgrounds of the State? Discuss recreation as a Universal need. What is civic beauty, and of what importance?
4. What is meant by our ideal of Nobility of Labor? Specialists: Ruth, Burbank, Edison, Ford, Gish, and others. What lesson do they teach? The value of a High School education. Qualities upon which success depend.
5. Thrift—why thrift? J. J. Hill, Andrew Carnegie and others. Saving more important than problems of production. Bank Guarantee Law Organizations of boys and girls which practice thrift.

6. Discuss the means and importance of Communication.
7. Give many facts to prove that our government is our protector.
8. Give many government activities, both state and national, to show that one function of government is to serve.
9. Citizenship: What marks a child as a good citizen? An Adult? What are some of the rights we have in America as citizens?
10. How shall we teach patriotism? The Brotherhood of Man?

### LESSON III.

(Note: The remainder of the work in Civics is not divided into lessons. The questions are numbered in continuous sequence so the group may move on in this work as rapidly as possible.)

1. School Districts: What kinds are there and how different? How are they maintained? How is the tax levied?
2. Give the provisions of the compulsory attendance law.
3. Give the types of teachers certificate in South Dakota.
4. What about "disturbance of a school", the flag and the school, Frances Willard Day, Legal School Holidays, length of school day, tuition, patriotic instruction, humane treatment of animals? And other laws.
5. Name the kinds of school maintained in South Dakota at Public expense and locate the higher institutions of learning.
6. Discuss and illustrate with diagrams the congressional survey and the congressional township. (The school sections and Gen. Beadle).
7. Define civil township, name principal officers and duties of each.
8. Give the classes of cities in South Dakota and describe the organization of each, naming officers and giving duties. The recall.
9. How is a township organized? A county? How is the business of an unorganized county conducted? How many counties in the state? Name the county officers and give duties of each. Where did county originate? Township?
10. Give the complete history of South Dakota as a territory in one statement. When admitted as a state and how?
11. What is a bicameral legislature—parts, membership of each, salaries, how selected, term, apportionment. Sessions, when, how long, where, special sessions, organization, presiding officer of each, committees, what and why, special committees, sifting committee, committee of the whole, quorum, adjournment, sine die, call of the house, executive sessions, employees of the legislature.
12. Steps in the passage and approval of a bill. The emergency clause.
13. The veto of the Governor. The Initiative—the Referendum.
14. What is meant by the "lobby"?
15. What important measures passed the last legislature? What ones failed of passage? What were vetoed by Gov. McMaster? What was the Economy Bloc in the last legislature? Why organized? What was accomplished by it. Why could it not defeat the general appropriations bill when it could defeat special appropriation bills?
16. Name the Constitutional Executive Officers of South Dakota. Name the present officers. Give salary and duties of each office. Name several appointive executive officers. Duties of each. Name several appointive Boards with duties of each. (Special report on McMaster plan of reorganization which failed of passage at the last session of the Legislature.)
17. Explain in detail the judicial system of South Dakota, Justice courts, the county court, the circuit court system, the supreme court, kinds of jurisdiction, kinds of cases, special work of each, number of judges, how chosen, term of office, salary, qualifications, also the municipal and juvenile courts. Define civil and criminal actions, original and appellate jurisdiction, felony, misdemeanor, bail, fine, burglary, treason, murder, arson, jury (two kinds) verdict, indictment, plaintiff, defendant, counsel.

19. The National government. Review the history of the Constitutional convention. Give weaknesses of the Articles of Confederation, the compromises of the Constitutional Convention, the several plans, the bicameral legislature, its advantages and disadvantages. The three branches of government.
20. Kinds of government: sovereign and dependent, sovereign are: absolute monarchy, representative republic, pure democracy, soviet, State, province, territory, county, city, etc., are dependent. Give examples of each.
21. Congress of the United States: Define, A. Congress, length, number of members, number and time of sessions, special sessions, how and why called, what is the number of the present congress, privileges of members, prohibitions on members, Eighteen duties of congress (See Constitution) Prohibitions on congress, Bill of Rights, (See Amendments.)
22. House of Representatives: Number of members, apportionment, how determined? How and for how long chosen, organization of house, speaker and appointive officers, committees, special duties of the house.
23. Senate of the United States: Why called a continuous body? Method of election, the President pro tempore, organization, special duties.
24. Give the qualifications as to age, residence and citizenship of each elective officer of the Federal Government, also present salary.
25. Give in accurate detail the method of election of the president of the United States. What is the reason for the indirect method?
26. What is the length of term of his office? What is being proposed?
27. Give a general statement of the duties of the President, Vice President.
28. Name the departments of the President's Cabinet, and name of each of the present cabinet. What is the law of Presidential succession?
29. Name as many bureaus in the cabinet as you can. What is the duty of each bureau and to what department does each belong?
30. Explain fully the civil service law, and state what you have seen of its working.
31. What is meant by the system of "balance and check" provided by our Constitution? What is a veto? Pocket veto? Why not the latter in South Dakota?
32. Describe the Federal Court System, giving the work of each branch:
  - (a) Supreme—original and appellate jurisdiction, number of judges, how and for how long chosen, retirement, quorum, decision, names and salaries.
  - (b) Circuit Court of Appeals—its work, judges, their term, salary, place and time of meeting.
  - (c) District—Number, salary, and work of judges, types of cases.
    1. United States Commissioners.
33. Writs of Courts: Habeas Corpus, Injunction, Mandamus, Prohibition, Quo Warranto, Certiorari. Define each.
34. Give the provisions of the Naturalization Law.
35. Define extradition, requisition, gerrymander, elastic clause.
36. What prohibitions are placed on states by our Federal Constitution.
37. How is the tax levy for direct taxes arrived at in South Dakota? Where does the money go?
38. What is indirect taxation? Give examples in the state and nation.
39. What advantages to politicians does the indirect tax have.
40. Name some laws that will be voted on by the People of South Dakota at the next election. How is the money to support the Federal Govt. raised?
41. What is the method by which the constitution of the United States may be amended? Two ways? Which has been used? How is the constitution of the state of South Dakota amended?

## ARITHMETIC OUTLINE

### LESSON I.

#### Denominate Numbers.

- Review the tables of weights and measures.
- I bought 3 1-8 A. of city land at \$125 per acre and sold it at 50c per square foot. Did I lose or gain, and how much?
- Give the length of a double track railroad that can be laid with 352,000 rails each 30 ft. long.
- I bought a barrel of cranberries containing 2 1-2 bu. at \$4.00 per bushel and retailed them at 15c a quart. Did I lose or gain and how much?
- A coal dealer bought 448 T. of hard coal by the long ton at \$12.00 per ton and sold it by the short ton at \$15.75 per ton. Did he gain or lose and how much?
- A druggist bought by avoirdupois weight 5 lb. of peppermint oil at \$2.50 per pound and retailed it at 50c an ounce, apothecaries weight. What was his gain?
- Find the total value of:  
Commodity—Gross Weight—Tare—Price  
A load of coal—6460 lb.—2140 lb.—\$6.25 per ton.  
A load of straw—3680 lb.—1680 lb.—\$3.25 per ton.  
A load of wheat—4160 lb.—1620 lb.—85c per bu.  
A load of oats—4760 lb.—1560 lb.—31 1-2c per bu.  
A load of coal—4230 lb.—1530 lb.—\$7.25 per ton.  
A load of paper rags—3260 lb.—1260 lb.—1-2c per lb.  
A load of old iron—3480 lb.—1280 lb.—1-4c per lb.  
A load of corn meal—4160 lb.—1620 lb.—75c per cwt.

### LESSON II.

#### Finding Areas of Surfaces.

- Define: angle, triangle, perimeter, circle, circumference, diameter, radius, arc, trapezoid, cone, pyramid, rectangle.
- Give rules for finding the areas of: rectangle, triangle, circle, trapezoid.
- Give rule for finding hypotenuse of a right triangle.
- A circular pavilion has a radius of 56 1-2 ft. What is the area of the floor?
- A small park, 50 rd. long and 40 rd. wide has a walk inclosing it. If the walk is 1 yard wide, how many square feet does it contain?
- Find the value at \$25.00 per acre of the E 1-2 of NW 1-4, Sec. 20, Tp. 1 N, R 4W. Draw a diagram showing the location of such a tract of land.
- Find the side of a square containing the same area as a field 160 rd. by 90 rd.
- The base of a triangle is 8 in. and its height 11 in. Find its area.
- A canvas on which a portrait is painted contains 1440 sq. in. If the width is 3 ft. what is its height?
- A trapezoid has an altitude of 13 inches. Its upper base is 8 inches and its lower base is 14 inches. Find its area.

### LESSON III.

#### Areas and Miscellaneous.

- A square field contains 5,625 A. What is its length on a side?
- What is the hypotenuse of a right angled triangle the base of which is 30 ft. and the altitude 40 ft.?
- A rectangular field 60 rd. by 80 rd. is divided into two fields by means of a fence cutting it diagonally. How many acres in each half? How much fencing would it take to fence the two fields. Cost at 50c per rd?

- The area of a circular park is 2 1-2 acres. Find its circumference and diameter.
- The area of a trapezoid is 144 sq. ft. Its altitude is 96 in. Its upper base is 16 ft. Find its lower base.
- The legs of a right angled triangle are 16 in. and 40 in. Find its hypotenuse and area.

### LESSON IV.

#### Board Measurement.

- How are the following usually measured: roofing, flooring, brick.
- The roof of a rectangular barn is 68 ft. long. The distance from the ridge pole to the side wall is 16 feet. The roof has 18 in. eaves. The building is shingled 4 1-2 in. to the weather; find the number of bundles of shingles required. (This roof represents two rectangles)
- The floor in a three story dwelling are to be laid as follows: hardwood worth \$50 per thousand square feet on the first floor, spruce worth \$27 per thousand square feet on the two upper floors. Labor is to receive \$1.10 per square. The house is constructed so that all three floors are of the same dimensions—55 ft. 0 in. by 33 ft. 10 in. Find the total cost.

### LESSON V.

#### Board Measurement.

- Find the amount of the following bill.  
Boston, Mass., Sept. 12, 1923.

Mr. John D. Morley,  
Somerville, Mass.

Bought of E. M. Livingstone & Son.

Term 30 da. net.

			Total
20 pc. 3 in. by 4 in. 14 ft. Hemlock	280 ft. at	\$15.00	?
10 pc. 2 in. by 6 in., 16 ft., Hemlock	?	\$12.00	?
25 pc. 3 in. by 8 in., 16 ft., Hemlock	?	\$12.00	?
50 pc. 3 in. by 4 in., 20 ft., Hemlock	?	\$15.00	?
16 pc. 3 in. by 8 in., 14 ft., Hemlock	?	\$15.00	?
25 pc. 2 in. by 6 in., 20 ft., Hemlock	?	\$12.50	?
100 pc. 2 in. by 6 in., 18 ft., Hemlock	?	\$13.50	?

### LESSON VI.

#### Plastering

- Plastering is usually measured by the square yard. There is no uniform rule with respect to deduction for openings. Whatever allowance is made is specified in contract.
- What will it cost, at 27c per square yard, to plaster the walls and ceiling of a hall 60 ft. by 40 ft. by 24 ft. high, making an allowance of 40 sq. yd. for openings?
- Find the cost at 26c per sq. yd. of plastering the walls and ceilings of a room 18 ft. by 16 ft. 6 in. by 8 ft. 6 in. high, making full allowance for 2 doors each 7 ft. 6 in. by 4 ft., and 3 windows each 6 ft. by 4 ft.
- What will be the cost of plastering, with hard finish, at 34c per. sq. yd. the walls of the rooms in the following dwelling?  
First Floor: Parlor, 14 ft. by 12 ft.; sitting room, 12 ft. by 12 ft.; dining room, 12 ft. by 10 ft.; kitchen, 12 ft. by 10 ft.; pantry, 8 ft. by 6 ft. All rooms on this floor are uniformly 8 ft. 6 in. high.  
Second Floor: Front chamber, 14 ft. by 12 ft.; back chamber, 12 ft. by 12 ft.; middle chamber, 10 ft. by 9 ft.; hall, 23 ft. by 4 ft. All rooms on this floor are uniformly 8 ft. high.  
Allowance is made for 20 openings of 17 sq. ft. each.



## LESSON VII.

### Painting

1. Painting is usually measured by the square yard. It is customary to make no allowance for windows, the painting of the window sills and sashes being considered as expensive as the painting of the surface area of the entire window.
2. What will it cost, at 25c per square yard, to paint the walls of a room 20 ft. by 16 ft. by 12 ft., no allowance being made for openings?
3. At 6 1-4c per square yard, what will it cost to kalsomine the walls and ceiling of a room 24 ft. by 18 ft. by 12 ft., allowing for a door 9 ft. by 4 ft., 2 windows 7 ft. by 4 ft., and a wainscot 3 ft. high around the room?
4. Find the cost, at 24c per square yard, of painting, with two coats, the outside walls of a barn 68 ft. by 20 ft. by 25 ft., with gables extending 10 ft. above the walls.
5. What will be the cost, at 22c per square yard, of painting the outside walls of a barn 100 ft. by 40 ft. by 20 ft. with gables extending 10 ft. above the walls?

## LESSON VIII.

### Carpeting

1. A room is 15 ft. by 10 ft. 6 in. How many yards of carpeting 1 yd. wide will be required to cover it if the strips run lengthwise and there is a waste of 6 in. in matching the pattern? If there is no waste? What will it cost at \$1.25 per yard to carpet this floor the most economical way?
2. A parlor is 15 ft. by 12 ft. How many yards of carpet 3-4 yd. wide will be required for it if the strips run length-wise and there is no waste in matching the pattern?
3. A dining room is 13 ft. 6 in. by 11 ft. How many yards of carpet 3-4 yard wide will be required for it if the strips run lengthwise, and there is a waste of 6 in. per strip in matching the pattern?
4. What will be the cost of a rug 2 1-2 yd. by 3 yd. at \$1.25 per sq. yd. with a border 3-4 of a yard wide, in addition, at \$.75 per lineal yard?

## LESSON IX.

### Papering

1. How many rolls of paper, 8 yd. long and 18 in. wide, will be required to paper the walls of a room 18 ft. long and 15 ft. wide, and having a height of 8 ft. from the baseboard which is 9 in. high, to the ceiling, allowing for one door 3 ft. by 7 ft., and for 2 windows, 3 ft. by 6 ft.?
2. How many double rolls of paper will be required for the walls and ceiling of a room 21 ft. by 18 ft. and 8 ft. high, allowing for 2 doors and 3 windows, each 3 1-2 ft. wide?
3. What will it cost to paper the walls and ceiling of a parlor 15 ft. by 12 ft. by 9 ft. high, at 95c per roll, making allowance for 2 double doors, each 6 ft. wide, 1 single door 3 1-2 ft. wide, and 2 windows each 3 1-2 ft. wide?

## LESSON X.

### Solids

1. Define: solid, rectangular solid, cube, cylinder, prism, pyramid, cone.
2. A village constructs a reservoir for a water supply. The length is 100 yards, the width 70 ft., and the depth 15 ft. What will be the cost at 23c per cubic yard of excavating for the reservoir?
3. What is the volume of a cylinder whose diameter is 1 1-2 ft. and whose length is 4 ft.?
4. What are the solid contents of a cone whose base measures 6 ft. in diameter, and whose altitude is 9 ft.?
5. How many cubic feet are there in a sphere whose diameter is 25 ft.?

6. Find the solid contents of a pyramid whose base is 20 ft. square and whose altitude is 60 ft.
7. What is the weight of a marble pyramid whose base is 4 feet square and whose altitude is 8 feet, if a cubic foot of marble weight 171 lbs.?

## LESSON XI.

### Capacity of Bins and Cisterns.

1. State the exact and approximate rules for finding the capacity of a bin in bushels. Of a cistern in gallons?
  2. Find the exact and approximate capacity of a bin 10 ft. by 5 ft. by 4 ft.
  3. Find exact and approximate capacity of a bin 12 feet square and 4 feet deep.
- Find the capacity (approximate and exact) of the following in gallons:
4. A cistern 6 feet square and 12 feet deep.
  5. A cistern 6 feet in diameter and 10 feet deep.

## LESSON XII.

### Square and Cube Root.

1. How much of this would you teach in the grades? What is the requirement of the State Course of Study?
2. Find the square root of the following numbers: 2809, 785, 3025, 5476.
3. A man owns a field in the form of a square which contains 45 A, 25 sq. rd. How many rods is it on a side?
4. Find the cube root of the following numbers: 13,824, 48,228,544, to four decimal places.

## LESSON XIII.

### Masonry and Bricklaying.

1. How many perches of masonry will be required for an 18 in. foundation 72 ft. by 40 ft. by 10 ft.?
2. How many cubic yards of masonry in the foundation walls of a house 42 ft. by 32 ft. if the walls are 2 1-2 ft. wide and 8 ft. high? Solve by the mason's and by actual measure.
3. How many common bricks will be required for a wall 84 feet long, 16 1-2 feet high, and 1 1-2 feet thick?
4. How many bricks will be required for the walls of a building 80 ft. by 50 ft. by 25 ft. if the walls are 18 in. thick and 500 cu. ft. is deducted for openings? (Compute for all four walls.)

## LESSON XIV.

### Fractions and Aliquot Parts

1. Define: Fraction, G. C. D., L. C. M., similar fractions, reciprocal of a fraction, reciprocal numbers.
2. Multiply without reducing to decimals 255 1-3 by 24 2-5.
3. Divide 19 7-8 by 9; 65 1-2 by 12 1-3.
4. A can do a piece of work in 5 1-2 da. and B in 7 1-2 da. If they join in the task, they will accomplish it in how many days?
5. Multiply 7.64 by .000302.
6. Divide .0085604 by 2.07.

## LESSON XV.

### Aliquot Parts.

1. What is meant by the term "aliquot part"? Of what use in practical arithmetic? How much drill would you give your pupils on problems involving this principle?

2. In the following problem, make all the extensions mentally and see if you can work it in ten minutes:

88 yd. at 1 1-4c	246 yd. at 25c
72 yd. at 3 1-3c	171 1-2 yd. at 10c
104 yd. at 2 1-2c	178 1-3 yd. at 10c
480 yd. at 6 1-4c	24 yd. at 12c
360 yd. at 8 1-3c	78 yd. at 3 1-3c
121 yd. at 11c	165 yd. at 20c
174 yd. at 10c	114 yd. at 6 2-3c
123 yd. at 11c	1280 yd. at 6 1-4c
127 yd. at 11c	192 yd. at 33 1-3c

#### LESSON XVI.

##### Percentage

1. Define percentage, and show how it is directly related to decimal fractions. What are the terms used in percentage? Explain each. Given: Any two of the three elements in percentage; show how to find the missing element.
2. A commission man bought 1200 bbl. apples and after holding them for 3 months found that his loss from decay was 10 percent. If he sold the remainder at \$3.75 per barrel, how much did he receive?
3. An agent for a wholesale house earned \$165.55 during the month of May. If the goods sold amounted to 1505, what percent did he receive on the sales made?
4. The aggregate attendance in the schools of a certain city for 1 day was 43,225 students. If this number was 95 percent of the number of students belonging, how many students were absent?
5. I sold 375 bu. of wheat for \$427.50, thereby gaining 20 percent. How much did the wheat cost me per bushel?
6. A farmer planted 1 bu. 3 pk. of oats on an acre of ground and harvested 56 bu. What percent of the yield was the planting? What percent of the planting was the yield?

#### LESSON XVIII.

##### Commercial Discounts

1. Define commercial or trade discount, Discount series, Gross price, Net price.
2. The list price of cloth is \$4.80 per yard, but this price is subject to discounts of 25 percent and 20 percent. How many yards can be bought for \$288?
3. I allowed a customer discounts of 50 percent, 10 percent, and 10 percent from the list price. What percent better would a single discount of 65 percent have been?
4. Study the following bill. Copy and find the net amount of it using the discounts indicated.

Messrs. Cooper, Benedict & Co.,  
Springfield, Mass.

Boston, Mass., Oct. 24, 1920.

Bought of E. M. McGregor & Co.  
Terms: 3-10, 1-30, N-60.

3 Excelsior Windmills at \$650
Less 25 percent and 20 percent
5 Eureka Elevator Pumps at \$600
Less 33 1-3 percent and 25 percent
1800 ft. Iron pipe, 1 in. at 15c
200 ft. Iron pipe, 4 in., at 80c
Less 20 percent and 25 percent
300 ft. Engine Hose, 4 ply. at \$1.00
Less 50 percent and 10 percent.

#### LESSON XVIII.

##### Gain and Loss

1. An article that cost \$1.00 was marked 10 percent above cost. In order to effect a sale, it was afterward sold for 10 percent below the marked price. Find the gain or loss on 250 such articles.
2. A merchant bought goods at 40 percent off list price and sold the same at 20 percent and 10 percent off the list price. What was gain percent?
3. April 15 you bought of Baker, Taylor and Co., Rochester, N. Y. 4000 bbl. Roller Process Flour listed at \$4.50 a barrel, and 2000 bbl. of Search-Light Pastry flour listed at \$4.75 a barrel. Each list price was subject to discounts of 20 percent and 10 percent. You paid cash \$16,000 and gave your note at 30 da. for the balance. What was the amount of your note? For how much must you sell the flour to gain 10 percent if the cost of delivery on the whole consignment was \$250? (Gain reckoned on net cost.)
4. A tailor made overcoats out of cloth worth \$2.00 per yard. He made 25 doz. 4 yards were required for each coat and the cost of making them was \$48.00 per dozen. He sold the overcoats so as to gain 33 1-3 percent. How much did he receive for each coat?

#### LESSON XIX.

##### Commission and Brokerage.

1. Define: agent, principal, commission merchant, broker, brokerage, consignor, consignee, account sales, account purchase.
2. An agent bought for me a consignment of flour. He charged 3 percent and received as his commission \$38.40. I sold the flour at a gain of 20 percent. What was my gain?
3. The net proceeds of a consignment were \$593.75. The following were the different charges: commission, \$26; freight, \$8.55; drayage, \$3.40; storage, \$9.20; advertising, \$3.00; insurance, \$6.10. What was the rate of commission?
4. A firm of contractors employed an agent to collect their overdue accounts. As a special inducement for closing the accounts, they were to give him 6 percent on all collections made the first month, and 3 1-2 percent on all collections made the second month. The first month he returned to the firm \$4013.80; the second month he returned \$2798.50. The returns were made after taking out his commission. How much was the agents commission.
5. A commission merchant charged 3 1-2 percent for commission and 1 1-2 percent guarantee for buying a stock of provisions. If the commission merchant received \$22.00 what sum should the principal remit to cover the cost of the provisions, commission and guaranty?

#### LESSON XX.

1. Define: Insurance, insurer or underwriter, insured, premium, policy, tax, direct tax, indirect tax, poll tax, license fee, tax rate.
2. What tax must I pay on \$80,000, at 5 mills on the dollar, the collector's commission being 1 percent?
3. Find the valuation: Total tax, \$3800; rate, \$0.015; 100 polls at \$2.00.
4. Find the total tax: Valuation, \$3600; rate, \$0.016; 3 polls at \$2.00.
5. A town made provision for the following expenses by taxation: public schools \$18,180; interest on borrowed money \$2106; public highways \$4720; official's salaries, \$4620; general expense \$11,746; sinking fund \$8,000. The value of real and personal property was \$2,450,600, and 2120 polls were assessed \$1.50; \$4531.80 was collected from license fees. What was the tax rate?
6. For insuring two houses and contents at 3-4 value, the owner paid an annual premium of \$22.50. What is the value of each property, the value of one being 2-7 of the value of the other. Rate .0045.

7. I insure a stock of goods worth \$8000 for \$6000 at 2 percent. The goods became damaged by fire to the extent of \$3,000. Under a standard fire insurance policy how much can I recover? What will be my net loss, premium included?

#### LESSON XXI.

##### Customs and Duties—Exchange.

- Define: ad-valorem duty, specific duty, manifest, bill of lading, par, premium, discount, bills of exchange.
- Find the duty on an importation of china and crockery ware invoiced at 100 francs. Ad-valorem duty 60 percent. Value of a franc, par 19.3; present demand, 7c. Compute the duty with the franc at par, and also at the present demand value.
- The specific duty on Castile soap is 1 1-4c per lb. What is the duty on 175 boxes of it each weighing 110 lb., if 5 percent is allowed for tare?
- I wish to send \$100 to Holland. At 40 1-2c to the guilder, how large an express order can I buy?
- On May 4, 1923, the German mark was quoted in the daily papers at .0026 1-2c. How many marks could I have bought for \$10. How many dollars could a German buy with 265,000 marks?

#### LESSON XXII.

##### Interest

- Define: Interest, rate, principal, amount, legal rate, usury, endorsement, negotiable and non-negotiable notes, compound interest.
- Which is the better for a tailor, to sell a suit for \$65 cash, or for \$73.15 on 9 mo. time, money being worth 6 percent.
- A merchant bought 600 bbl. of flour at \$7.50 per bbl. Terms: one half on account, 3 mo.; one half on account, 6 mo. At the end of 1 mo. he paid the cash value of the entire bill. How much did he gain, money being worth 6 percent?
- What is the compound interest on \$8,000 for 10 yr. if interest is compounded annually at 5 percent?
- What amount of interest (in United States money) at 6 percent will accrue on a debt of 8 pounds, 12s. in 5 mo. 24 da. (English money quoted at par)?
- A note for \$1200, dated Jan. 1, 1906, bearing interest at 6 percent, had payments indorsed upon it as follows: March 1, 1906, \$212.00; July 1, 1906, \$15.00; Sept. 1, 1906, \$515; Nov. 1, 1906, \$175. How much was due upon the note at final settlement, Apr. 1, 1907?

#### LESSON XXIII.

##### Interest.

- Which is better, to sell carpet at \$1.50 per yard cash, or at \$1.68 per yard on 1 yr. time, money being worth 5 percent.
- A merchant paid \$160 cash for 4 sewing machines. After keeping them in stock for 1 yr. 6 mo. he sold them for \$190.80, on one year's time without interest. If money is worth 6 percent what was his gain or loss at the time of the sale?
- The yearly taxes on a house and lot which cost \$12,000 are \$162. How much should the house rent for per month to clear 6 percent on the investment?
- A savings bank account was opened July 1, 1901, with a deposit of \$800. Interest was credited every 6 mo. at 4 percent. No withdrawals or subsequent deposits having been made, what was the balance of the account January 1, 1907?
- What sum must a town set aside and invest annually to rebuild a bridge costing \$30,969.20, estimated to last 20 years? Interest compounded annually.

#### LESSON XXIV.

##### Bank Discount.

- Define: Term of discount, proceeds, bank discount, commercial bank.
- Find the proceeds of a note for \$3,000, payable in 78 da., discounted at 6 percent.
- A note payable in 60 days from May 10, 1907, with interest at 6 percent is discounted May 25, at 6 percent. Find the maturity, the date of discount, the bank discount, and the proceeds.
- The following is a part of a page from a bank's discount registrar. Copy it, supplying all missing terms. The notes were all discounted on June 17.

No.	Date of Paper	Time	When Due	Term of Discount	Value of Paper	Discount	Coll. & Exch.	Proceeds Credited	Rate of Discount
20	Apr. 25	3 mo.	?	?	\$2000.00	?	none	?	6%
21	May 1	3 mo.	?	?	\$3500.00	?	\$3.50	?	6%
22	Apr. 1	90 da.	?	?	\$1500.00	?	none	?	6%
23	Apr. 15	90 da.	?	?	\$ 900.00	?	none	?	6%
24	June 15	30 da.	?	?	\$ 378.00	?	\$ .38	?	6%

#### LESSON XXV.

##### Stocks and Bonds

- Define: corporation or stock company, capital stock, dividend, preferred stock, common stock, par value, stock broker, brokerage, margin.
- Unless otherwise specified, the par value of a share will be understood to be \$100. A company with \$3,500,000 capital declares an 8 percent dividend. What does the share holder of 250 shares receive?
- A company with \$1,000,000 capital declares quarterly dividends of 1 1-4 percent. What are the annual dividends? What is the amount received by D. annually if he holds 475 shares?
- A company with a capital stock of \$500,000 gains during a certain year \$38,750. It decides to carry \$5000 of the profits to surplus fund and to declare an even per cent of dividends on the remainder. What was the dividend among the stockholders, and what sum was carried to undivided profits account? What was the annual income to F from his stock if he owned 500 shares?
- What would be the cost of \$50,000 (par value) Chicago, Burlington & Quincy 4 percent bonds at 101 7-8 with 1-8 percent for brokerage. (Brokerage \$0.12 1-2)
- What annual income is derived from investing \$48,000 in Union Pacific Railroad stock at 120, if 2 3-4 semiannual dividends are declared?

#### LESSON XXVI.

##### Life Insurance, Partive Proportion, Partnership

- Life insurance companies are either stock companies or mutual companies. Name the four leading kinds of policies. Explain the terms: reserve, surplus, dividend.
- Divide \$42,770 among A, B, and C in proportion to 1-4, 1-2 and 1-8 respectively.
- An inheritance of \$75,000 was divided among 3 sons and 4 daughters so that each daughter received 1-3 more than each son. How much did each daughter and each son receive?



4. A and B entered into partnership, each investing \$7500. Because of the greater experience of A he was to be credited with \$1200 before any other division of the gains or losses. The gains were as follows: merchandise, \$4111.10; real estate, \$510. If the losses were \$622.80, what was the present worth of each at the end of the year?
5. A and B engaged in business, agreeing to share the gains or bear the losses in proportion to the capital invested. A invested \$2500 and B \$3500. They gained \$1800. What was the share of each?

#### LESSON XXVII.

##### Longitude and Time.

1. Two places are 35 degrees, 12 minutes, 15 seconds apart. What is the difference in time between them?
2. New York is 74 deg. 3 min. west longitude, and Chicago is 87 deg. 38 min. west. What is their difference in time?
3. The longitude of Berlin is 13 deg. 23 min. 43 sec. east from Greenwich, and that of Cincinnati is 84 deg. 26 min. west from Greenwich. How much earlier does the sun rise at Berlin than at Cincinnati?
4. The difference in time between two places is 2 hours, 20 min. 29 sec. What is their difference in longitude?
5. When it is noon at Greenwich it is 6 hr. 52 min. 40 sec. A. M. at Harrisburg, Penn. What is the longitude of Harrisburg?

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### DAILY SCHEDULE

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Time	Subject—Instructor	Place	Page in Outline
8:00	Arithmetic—Johnson	Gymnasium	52
8:45	Methods—Burgeson	Gymnasium	29
9:30	Grammar—Steele	Gymnasium	5
10:15	History—Burgeson	Gymnasium	30, 47, 49
11:00	Assembly	East Wing	
1:30	Art—Smith	Gymnasium	
2:30	Geography or Physiology—Steele	Gymnasium	13, 2
3:15	Am. Literature and Current Events —Mott and Johnson	East Wing	20

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### NOTE

(a) The history at 10:15 includes U. S. History, S. D. History and Civics.

(b) At 2:30 each day either geography or physiology will be given. The plan of alternation of these subjects will be announced on June 10, and will be complete for the entire session.

(c) Miss Mott will teach Am. Literature each day for 30 minutes, and Mr. Johnson will teach Current Events 15 minutes daily.

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